

Education and citizenship in urban Tanzania:

*A study of secondary student conceptions
of democracy and civic engagement*

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*For Grandma,
my very first teacher
and lifelong inspiration*

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Abstract

As Tanzania approaches its 11th election as an independent state in 2010, an intelligent, confident citizenry is critical for the maintenance of its democracy. Civics education, along with other environmental influences, is the formal tool to provide young people with the knowledge and skill sets vital towards becoming productive members of this citizenry.

This study is an examination of the conceptions of democracy and civic action held by Form 3 secondary students in urban Dar es Salaam, Tanzania. Borrowing the survey instrument from the International Association for the Evaluation of Educational Achievement's 1999 Civic Education Study, the research focuses on students from four schools in the Ilala district of Dar es Salaam. The classroom environment and continuing teacher support are taken into consideration while discussing possible influences on the development of students as citizens.

While urban Tanzanian students still place heavy emphasis on 'traditional' conceptions of democracy and political action, such as voting, there is reason to believe this generation is becoming more supportive of the rise of opposition parties, critical political debate and other forms of direct political action. Students also frequently use different forms of media, both in English and Kiswahili, to gain access to news stories and current events. It is the hope of the researcher that the novel data and results presented in this thesis can become a baseline dataset which can be expanded upon and explored further through future research, both quantitative and qualitative in nature.

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1. Introduction

People get leaders they deserve, so if we are getting leaders in Africa that are not caring about us, it's because we let them. If we want a responsible leadership, the African people have to rise up and demand that kind of leadership.

- Nobel Peace Laureate Dr. Wangari Maathai (April, 2009)

In the world of international development, good governance and democracy have become *buzz words*, often acting as a requirement preceding other forms of aid. The United States Agency for International Development alone is planning to spend over \$4.5 million (USD) to support “governing justly and democratically, good governance and supporting civil society” in Tanzania for the 2010 fiscal year (United States of America, 2009, p. 169). It is not, however, the role of international donors to govern or choose who will govern the countries which they aid. It is the role of citizens and civil society, as the hallmark of democracy, to demand just governance from their leaders. Tanzania is slowly developing its own civil society, although still relatively weak regarding their power to influence government. Organizations such as HakiElimu, Twaweza East Africa, The Foundation for Civil Society and FeminaHIP focus on, among other things, promoting good governance through educating citizens of their civil rights and responsibilities and holding politicians accountable to their actions.

As important as these independent organizations are to fostering strong democracy in Tanzania through strong informal political education and action, formal education is also vital in molding the next generation of intelligent and capable citizens. Even as students, young people should be seen as “active constructors of their own ideas, as people whose everyday experiences in their homes, schools and communities influenced their sense of citizenship” (Torney-Purta, 2001, p. 12). It was under this credo that this research was developed and actualized. Based on the work of the International Association for the Evaluation of Educational Achievement’s Civic Education (IEA CivEd) study (Torney-Purta et al., 1999; Torney-Purta et al., 2001), this thesis is an examination of the conceptions of democracy and civic action held by secondary students in urban Dar es Salaam, Tanzania.

1.1. Why civics education

The *idea* of democracy is important because it is fluid, malleable, and does not necessarily represent only one cultural norm or value system. It is a link that mediates between conflicting power structures, paradigms and ideologies (Held, 2006). Citizens will tolerate a great deal of hardship in order to preserve this idea of democracy. Under the Afrobarometer studies (Mattes & Bratton, 2001, 2007), a decade long international study on African political beliefs, citizens across twelve African nations reported that simply by having any concept or understanding of democracy and its benefits, they would be much more willing to stay loyal to the *idea* of democracy through tough times. Citizens may endure high levels of poverty, marginalization and corruption, but according to these studies, these factors seem to have little effect on the demand for democracy (Mattes & Bratton, 2001).

Democratic education provides students with an important, long-term paradigm that overshadows short-term misfortunes: “people judge the perceived supply of democracy as much in procedural as substantive terms. [Knowing] how democracy works is just or more important than what it produces” (Mattes & Bratton 2007, p. 202). This is critical for the long-term survival and development of democracy. Formal education has always been used as a tool for creating citizens: through indoctrinating nationalistic views, forcing young children to learn basic socialization skills, creating intelligent and critical citizens or simply by creating a more educated workforce. In the wake of the Industrial Revolution and the First World War, John Dewey (1996 [1916]) produced his treatise on the connection between education and democracy. In it, he describes formal education as a setting where children develop the necessary skill set to communicate, empathize, and interact with others. It remains today as influential on the study of the ongoing relationships between education and the struggle for democracy as it was almost a century ago.

Civics education allows students to gain as much knowledge about themselves and the world around them as they might about the values of their nation and duties as a citizen. Through learning critical thinking skills, multicultural empathy, national and democratic ideals and knowledge of how their country is run, students learn more than just why they should vote or the names of politicians. They obtain the tools to not only change their own lives, but the greater world around them through political and community activism. Civics education can be an all-encompassing vehicle to provide both political and social knowledge to a broad spectrum of students. It creates critical thinkers who understand contemporary conflicts and

are able to demand change; which is vital to the sustainable and permanent development of a country. Empowerment needs to be taught as a *long-term* political and social struggle. It should be seen as both relative and reversible, able to be changed or taken away if not prudently cared for by citizens (Williams 2004). By educating students to be aware of their surroundings and enable them with the skills needed to interact in public spheres, civic education sustains democracy.

1.2. Why urban Tanzania

Tanzania has maintained continuous democracy and peace throughout almost 50 years of independence. This year, 2010, will mark the eleventh time that Tanzanians will go to the polls to elect a President and Members of Parliament. However, as further discussed in Chapter 3, in the almost 20 years since official multiparty elections were re-introduced into Tanzanian politics, the ruling Chama cha Mapinduzi (CCM) has remained stalwartly in power and the generalization of Tanzanians being uncritical citizens lingers. “While Tanzania stands out as a stable democracy in a region that has witnessed some of the most vicious civil conflicts in Africa, it can be said that 15 years after the introduction of multiparty politics, the ruling party, CCM, still behaves as if the country were a one party state” (Rajab, 2005, as quoted in Ruita, p. 95). However, amongst accusations of rampant corruption within the CCM, continued poverty and an advancing Tanzanian civil society, new generation of students is emerging, who have grown up almost entirely in an officially multi-party state. It is in this political context that this research seeks to find the opinions of these students on democracy, political action and other important conceptions that may someday influence Tanzanian governance. It is important that we understand what these students feel about their country and their democracy, as they will soon be the voters and leaders of the country.

Dar es Salaam, a city of around 2.8 million people, is the 9th fastest growing city in the world¹. The students involved in this research live in arguably some of the best possible circumstances for student civic education and engagement within Tanzania. As attitude trends are most likely to be significantly different than those of students in rural areas², this study

¹ http://www.citymayors.com/statistics/urban_growth1.html

² Childhood development is significantly influenced by not only one's social but physical setting, as suggested

could be seen as a “best of” situation in Tanzania used for future research in a broader geographical setting.

Living in the political, economic and international hub of Tanzania³, citizens of Dar es Salaam have unique opportunities that their countrymen in other parts of the country do not⁴. According to the Round 4 Afrobarometer results (REPOA, 2009), Tanzanian urban residents are much more likely than their rural counterparts to report that they follow current news events through radio⁵, television⁶ or newspapers⁷ either every day or several times a week. While there is a fairly equal percentage of those who report owning a radio⁸, urban residents, such as those in Dar es Salaam, not only have greater access to news media⁹, but the Afrobarometer results suggest that they take advantage of these resources at a much higher rate (REPOA, 2009). There is little doubt that this high level of media exposure plays a similar role in the civic development of Dar's students.

There are at least 5 different daily English language newspapers and over 20 Kiswahili daily papers for sale on most major street corners in Dar. Most restaurants and local pubs have at least one television to show sports games or news programs. There is access to many international donors and organizations in the city, international embassies and consulates, better job and economic possibilities, better access to internet, electricity and basic resources, better educational possibilities (if they can afford it), and more direct exposure to political events (city, regional, national and international). Although these factors may not directly affect students, they may have stronger effect on their parents, family, teachers, and other influential adults around them. This in turn may affect how students hear about current events

by the theory discussed in Chapter 2 (Bronfenbrenner 1988, 2001, 2005).

³ Although the official capital and home of the Parliament was moved to Dodoma in 1996, 486km away, most governmental, international and business institutions remain in Dar.

⁴ Even in local vernacular, Dar (and increasingly, the whole of Tanzania) is referred to as Bongo, from the Kiswahili word for brain, *ubongo*. It is said that although you need your muscles to survive in the rural areas, you must use your brain to survive in the city.

⁵ Question 12a: Urban 92% v rural 78%

⁶ Question 12b: 65% v 19%

⁷ Question 12c: 58% v 13%

⁸ Question 92a: Urban 78% v rural 71%. However, 92b unsurprisingly shows that television ownership is 36% v 6%.

⁹ Even from something as simple as listening to the radio on a daladala (local minibus) commute to school or work, reading the headlines from the widely available newspaper stands scattered along major routes throughout

or how often they may talk to older adults about these issues. Urban students are constantly surrounded, in many different environments, with opportunities to observe civic life in practice, which in turn influences their development and capacity to interpret classroom lessons to their everyday lives.

1.3. Objectives of the study

The focus on this research is not to make grandiose statements about the quality, administration or teaching of Tanzanian civics education or the policies dictating it. Much like the purpose of IEA CivEd Survey, this survey based research is exploratory rather than explanatory. As discussed in more depth in the methodology chapter, there are limitations to the insight that quantitative research can bring into highly complex phenomenon and their underlying causes. The survey results presented in this thesis, as well as significant relationships between variables, do not attempt to expose underlying causations, but rather try to paint an overall picture of the views of students in large, public secondary schools in Dar es Salaam, Tanzania.

When observing this specific research through the theoretical framework of ecological development, it is clear that there are far too many socioeconomic, political, educational and/or other factors that may influence the civic ideas and conceptions held by students that are not measured nor addressed with this survey and thus, the goal of this research is novel data to generate an overview of student opinions and actions as well as facilitate more specific future research. While the theoretical paradigm used in both the IEA CivEd study and this research “provides a useful frame for describing new terrain... [Researchers] must be careful not to go beyond purely descriptive information to draw conclusions about casual processes that are not specifically addressed in the research design” (Bronfenbrenner, 1988, p. 69). It is the hope of this researcher that the results presented in this thesis can become a baseline dataset which can be expanded upon and explored further through future research, both quantitative and qualitative in nature.

Therefore, please take this underlying research design into consideration while reading this

thesis. However, as with all scientific queries, we begin with research questions to be explored:

- What are urban Tanzanian students' conceptions of and attitudes towards different the major aspects of democracy and citizenship presented in the IEA CivEd survey?
- What forms of civic 'actions' do students take part in currently or predict they will in the future?
- What specific issues affect pedagogy in large, public, urban Tanzanian secondary classrooms? What implications may they have in regards to the attitudes and actions found in the above questions?

1.4. Thesis contents

The following chapter outlines a theoretical framework on which the research was formed and the resulting data should be analyzed and viewed. It first defines the concepts of democracy, citizenship and civic education used throughout this research. Then the importance of classroom pedagogy is addressed. The three main theoretical frameworks for this research are then presented: Brofenbrenner's theory of ecological development, situated learning and banking theory.

Chapter three offers a vital contextualization for the research. A brief historical and political environmental contextualization is offered, as well as current issues faced by the Tanzanian educational system.

Chapter four outlines research methodology, specifically highlighting the advantages and disadvantages to both the quantitative survey and field research methodologies used in this research. It also briefly outlines the sample demographics, sampling procedures, validity and the survey instrument itself.

Chapter five presents the data in a straightforward manner while chapter six, using the three main theoretical aspects, discusses significant demographic correlations and emergent trends key to answering the research questions.

Finally, chapter six offers some concluding remarks on answering the research questions presented earlier in this chapter and the implications of future research

2. Theoretical framework

2.1. Defining democracy and citizenship

2.1.1. Democracy

The definitions of democracy and engagement used in this thesis are based on the model of participatory democracy presented by David Held (2006). Although the model given by Held is somewhat idealistic for a modern developing nation, there are key elements that remain important: the central feature of direct participation of citizens in government, local community groups and civil society, the characteristics of regular, free and fair elections, political parties formed on common beliefs, equal freedom of expression and association, and equal rule of law and protection of civil liberties, especially for minority groups.

Participatory democracy must adhere to three main principles: participation of the citizenry, representation of citizenry by officials and accountability of officials by citizens. Participation is pestilent to the very idea of democracy and development: “The actions of the apathetic do not escape politics; they merely leave things as they are... We do not have the option of ‘no politics’” (Held, 2006, p. 259). Tanzania stands out as a nation which has remained a peaceful and, despite rampant corruption, relatively democratic nation. In order to understand how this definition of democracy affects the national discourses, as well as the civic education system of a given country, one must examine these concepts in the national context in which they are found, which will be discussed further in the following chapter.

2.1.2. Citizenship

Citizenship is both a legal and socially-constructed concept. Legally, it refers to membership in a nation-state, by birth, by parentage or by nationalization later in life and access to the legal rights and protections granted by that country. Moreover, as a social construct, it refers to a commonality shared by all individuals of a nation-state. “A democracy is more than a form of government; it is primarily a mode of associated living, of conjoint communicated experience” (Dewey, 1997 [1916], p. 101). In his theory of imagined communities, Anderson (1983) also reflects this notion that nationhood is as much created by a socially-constructed belief as any legal or physical frameworks:

Regardless of the actual inequality and exploitation that may prevail in each, the

nation is always conceived as a deep, horizontal comradeship. Ultimately it is this fraternity that makes it possible, over the past two centuries, for so many millions of people, not so much to kill, as willingly to die for such limited imaginings. (p. 7)

This definition, based on political states as opposed to nations, is somewhat problematic when applied to the African continent. As most African nation-states were arbitrarily drawn by European powers, traditional nations were broken up or grouped with others, even historical enemies. Ethnic, religious or racial connections often come first and foremost, leading to strife and destabilization. However, as most any Tanzanian will tell you, they are first and foremost a Tanzanian. Ethnicity, religion or occupation, while still personally significant and a source of indisputable pride, does not play a major role in politics as it does in many other African nations. In the modern Tanzanian context, this is most often attributed to the lengths that Nyerere went to remove tensions between ethnic groups such as not giving preference to his own ethnic group in government (Chaligha et al., 2003), abolishing racially or religiously segregated schools under the Education Act 50 of 1969 (Swilla, 2009; Mushi, 2009) and establishing strong unifying factors (such as Kiswahili as the national language) across these different groups (Chaligha et al., 2003).

In expanding on this definition of a citizen as a part of a whole, a citizen is someone who also accepts the rights and responsibilities accorded as such. The citizen is the basic component of democracy: a participant who continually actively supports and protects democracy through social, economic and civic means. Although overtly political action is certainly not required by citizenship, a citizen is given the right to participate and often encouraged to take part in such activities.

2.1.3. Civic education

Although many make the distinction between ‘citizenship education’ and ‘civics education’, this thesis will not distinguish between the two and will use the phrase ‘civics’ or ‘civics education’ for simplicity (McCowan, 2009). ‘Civics’ is also the title used in the Tanzanian education system even though it is essentially also citizenship education. Using McCowan’s (2009) definition, it will be used “to refer to any education that addresses the individual as a member of a polity (rather than solely as a member of a cultural group or an economic system – though not excluding these aspects)” (p. 21). This definition mirrors the goals and aims outlined in the standard civics education curriculum in Tanzania: students should learn to be members of a whole and unified Tanzania, as well as direct actors in its development.

Since its early days as an independent nation, civics education has been used a tool for disseminating the national discourse of democracy, unity and independence as a separate, mandatory subject in both primary and secondary school. President Nyerere, previously a teacher himself, saw education as a key component in the development of his newly independent state (as discussed further in the next chapter; Roy-Campbell, 2001; Mkwizu, 2003; Riutta, 2007; Mushi, 2009). Engagement is explicitly described as one of the objectives of the current secondary civics education curriculum. It states civics education should focus on “preparing the students to become responsible members of the society” (United Republic of Tanzania, 2005, p. *iv*). Furthermore, students should be able to “demonstrate an understanding and appreciation of democratic values and competently participate in the democratic processes... demonstrate knowledge of the government, its workings and participate effectively in its establishment and running” (United Republic of Tanzania, 2005, p. *iv*).

The syllabus for secondary civics teacher training and the official secondary civics curriculum itself list as their main goals to “enhance the development and appreciation of national unity, identity and ethics” ,“inculcating Tanzanian values, ethics [and] culture” and “enhance the development and appreciation of national unity, identity and ethics, personal integrity, respect for human rights, cultural and moral values, customs, tradition and civic responsibilities” (United Republic of Tanzania, 2009, p. *iv*; United Republic of Tanzania, 2005, p. *iii*) Students should be able to “demonstrate an understanding and appreciation of democratic values and competently participate in the democratic processes... demonstrate knowledge in the government, its workings and participates effectively in its establishment and running” (United Republic of Tanzania, 2005, p. *iv*). Civics education as a subject focuses on both learning the ‘official’ notions of what it means to be Tanzanian as determined by the government and curriculum makers, but also how to participate as a citizen in a multi-cultural society to promote the development of the Tanzanian nation, socially, economic and politically.

Situating a student as part of a whole is also a key part of the IEA CivEd study. Torney-Purta (2001) explains “learning about citizenship involves engagement in a community and development of an identity within that group. These ‘communities of discourse and practice’ provide the situation in which young people develop progressively more complex concepts and ways of behaving” (p22). Using the concepts and skill sets learned in the classroom,

students are to be able to associate themselves to a larger community than their own family or what they were otherwise familiar. They are able to place themselves as a citizen of the country able to interact and influence the state of affairs, rather than simply be someone who is governed upon.

2.2. Ecological development

The rhetoric of civics education expands from the larger framework of education and personal development, both inside and outside of the classroom. The theoretical model used by Torney-Purta et al. (2001) in the IEA Civic Education study, on which this survey was based, is a comprehensive theory of the influences determining civic engagement of the young people in the countries surveyed. It is visualized in their Octagonal Model, Figure 2.1, showing the student in the center with influences surrounding them in varying degree of closeness and strength of influence. This model illustrates the main point that “learning about citizenship is not limited to teachers explicitly instructing young people about their rights and duties” (Torney-Purta, 2001, p. 21). This model is based on Urie Bronfenbrenner’s (1988, 2001, 2005) seminal theory of ecological development, which suggests a child’s development is not only influenced by their own biological and personal makeup, but also by their surroundings, both socio-cultural and physical, as well as the interactions of relationships formed within and in between these different spheres of influence.

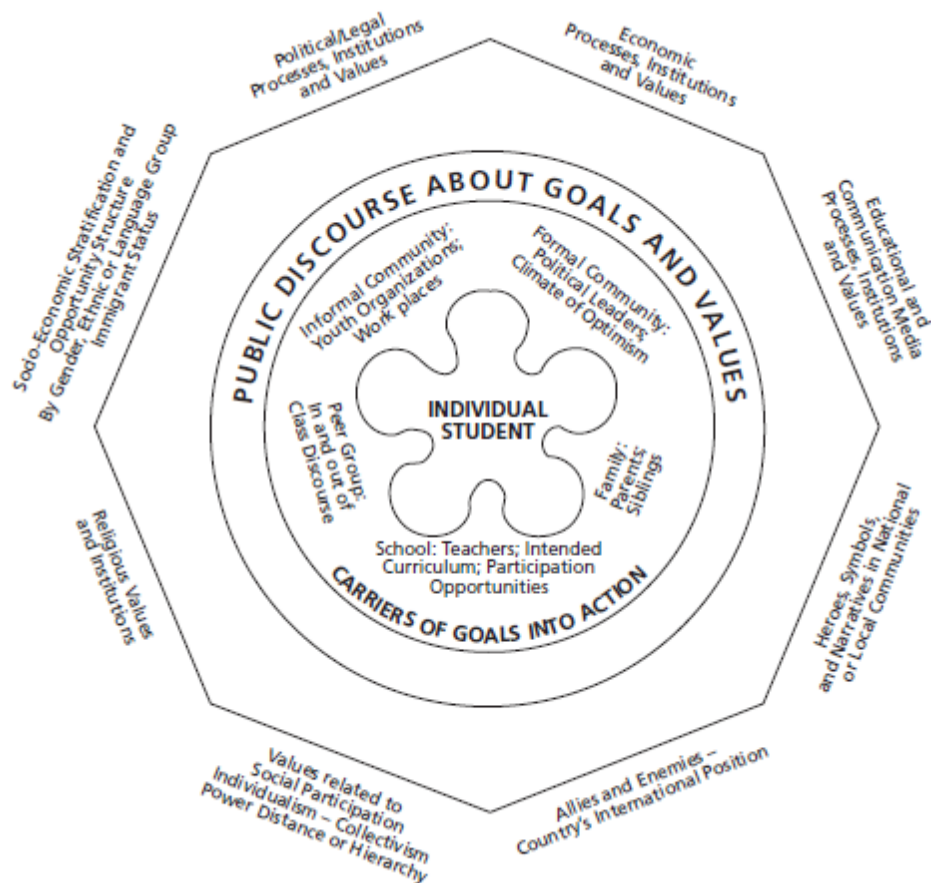


Figure 2.1: IEA CivEd Octagonal Model of Development (Torney-Purta et al, 2001)

Although the IEA model is somewhat simplified from Bronfenbrenner's ecological model (1988), which will be elaborated on below, it still maintains students are not only influenced by their close immediate ties and their time within the classroom, but they are constantly surrounded by their own personal civic context which influences how their own political understanding and engagement develops (Wenger, 1998; Torney-Purta et al., 2001; Torney-Purta, Hahn & Amadeo, 2001). This is consistent with the immense body of literature in the field of student civic engagement studies. These outside environments not only influence how the student develops personally, but also influence both the makeup and the goals present in the classroom environment itself.

This theory originates in developmental psychology, but it still holds high value in the study of education. Education is inherently psychological in nature; it deals with how individuals perceive and learn socially accepted and promoted notions of truth in the world around them. Additionally, interdisciplinary frameworks for research offer triangulation by way of

presenting different “lenses” in which to observe phenomena. The theory is important in examining the complexity of education and student development, both formally and informally.

Initially, one cannot ignore the importance of personal characteristics in this model. A similar environment may have different effects on different people simply because of personal differences in biology and psychology (Bronfenbrenner, 1988; Torney-Purta et al., 2001; Alwin, 2001). As these factors are not overtly measured for in the survey, we unfortunately cannot make assumptions about these influences. We can, however, keep in mind an individual student’s personal composition will have a great deal of control how he or she is interprets and interacts with outside environments.

The interactions of student to teacher, student with other students, and student to those outside of the classroom strengthens cultural ties and makes the student aware of how their own abilities and skills fit into the greater national discourse and action. The process of enculturation affects a student at various spheres of influence: “values and norms, therefore, are manifested at the individual level, the group level (e.g. in the classroom), the organizational level (school) and the societal level...and in the various relationships between the individual and the larger groups to which he or she belongs” (Stevens, 2007, p. 47). This interaction *within* and *between* levels of environmental influence is key in the theory of ecological development (Bronfenbrenner, 1988, 2001, 2005; Torney-Purta et al., 2001; Alwin, 2001; Magnusson, 2001). It is a complex system of interaction, influence and change that goes far beyond a student’s immediate social sphere.

There are four levels in Bronfenbrenner’s ecological model:

The *micro* level environments, as illustrated by the innermost circle in the IEA Octogonal Model in Figure 2.1, describes both the personal characteristics of the student as well as the influences of their relationships with those whom they have regular and close personal interactions, the environments they are in regularly (Bronfenbrenner, 1988). These include family members, home environments, teachers, classmates, school environments, friends, peer groups or organizations they participate in regularly. These environments also include discourses that may have strong influences on both the individual and the composition of the environment at large, such as classroom curriculum or parental political opinions.

Micro level environments are arguably the most influential in a student's development as an individual, but also their development as a citizen (Torney-Purta, 2001). Family and home life is critical to student development in all regards: biologically, socially and culturally. A student forms his or her identity from a very young age dependant on his or her home life and place in a family or home structure (Bronfenbrenner, 1988). The IEA CivEd study also notes interaction with peer groups are just as essential to the formation of civic knowledge and opinions as civic education itself (Torney-Purta et al., 2001). Teenaged students are simply often more interested in the opinions of their peers than with that of politicians, teachers or parents. Their shared experiences help them to understand, interpret and react to the world around them in similar ways.

While all micro level environments are vital to the development of a young student as a whole, in regards to this research, the environment of the civics classroom is of most interest. This classroom environment will be discussed in greater detail later in the chapter.

The meso level describes interactions between two or more *micro* settings (Bronfenbrenner, 1988). This level would include such relationships between a student's classroom environment and his or her home environment or between a classroom environment and environment outside of the classroom where they met with friends or peers. This also includes the influence of socioeconomic status at home on a student's classroom experience; this could include how the choice of private or public school, based on economic factors at home, influences a child's school micro environments.

The exo level is similar to *meso* as it describes the influence of *micro* relationships. It differs, however, in it involves one or more environments in which a student is not directly involved (Bronfenbrenner, 2001). An example could be the influence of a parent's workplace on a student's home environment or the environments at the Ministry of Education on a student's school.

The macro level describes overarching ideologies of a nation or the international community (Bronfenbrenner, 1988). This includes national discourses on topics such as democracy, economic systems or history, the influence of cultural or social norms, State or international institutions, political climate, etc. Civics curriculum is largely determined by the macro level through State institutions deciding what is deemed important to teach students. As an example

from Tanzania (as will also be discussed in the following chapter), the influence of the national political climate and the international donor community has a strong influence on choosing the language of instruction, which strongly affects a student's exo and micro levels.

2.3. The classroom environment

Ecological development theory is an important overarching paradigm to describe how the many levels of interaction may influence the formation of civic values or conceptions of democracy. However, as the nature of this research strongly addresses the influence of formal civics classroom environment, the relationship of the classroom environment and the development of a student's civic ideologies will specifically be discussed. The role of the classroom is important because "the main role of the environment in the functioning and development of an individual is to serve as a source of information" (Magnusson, 2001, p. 35), both directly and indirectly.

2.3.1. Cognitive development

McCowan (2009) argues all education could, in theory, be considered citizenship education, as every learning experience leads to the growth and modification of the student as a person, allowing them to function productively in society. Education in general prepares students with the skills for the advanced social interactions necessary for participation in any sphere outside of the immediate family. This does not address, however, the specific knowledge set required for participation as a citizen. Citing Schugurensky's (2000, as quoted in McCowan 2009) interpretation of political capital, he characterizes the basis of political engagement and effective participation as the concepts of 'knowledge', 'skills and 'attitudes', along with 'closeness to power' and 'personal resources' (p. 22). These all need to be developed through a participatory civics education classroom.

Through personal cognitive growth garnered in civic education, students expand and develop their own personal repertoire of ideas, values and political knowledge they have gained from innumerable outside influences. McLaughlin (1999, 237; as quoted in McCowan, 2009) states that gaining the skills to participate as a citizen requires deep and "explicit understanding of democratic principles, values and procedures on the part of the citizen" (p.22). This is again reflected in the Tanzanian civics education curriculum by stating students should be able to "demonstrate knowledge of and respect for the rights and responsibilities of a citizen in a

democratic state...Collect, select, organize and analyze information related to current events which shape the development of our country” (United Republic of Tanzania, 2005, p. iv).

By learning both technical aspects of law and politics (such as the structure of both national and local political power, constitutional rights, various laws or legislative and legal processes) and those skills needed for political participation (such as social and economic skills, outlets for political participation, critical thinking or being able to see the positive qualities of another’s opinion or experiences), students clarify and strengthen their own opinions and knowledge base which they can draw from in order to become capable and engaged citizens (Lave & Wegner, 1991; Magnusson, 2001; Jerlt, Barabas &Boison, 2006; Mattes & Bratton 2007). Even President Nyerere believed education was the key for sustaining democracy. He once said “people should not work like robots; they should understand the reasons behind whatever they are called upon to do, as well as the reasons why certain things could not be done at certain times” (Mmari 1995, p. 181, as quoted in Riutta 2007).

Civics education promotes both the expansion of knowledge and the development of democratic attitudes and values. This, in turn, as is the goal of civic education, encourages political participation by showing students both the importance of and the avenues for participation and having the necessary complex cognitive skill set enabling them to engage politically. Having this existing frame of basic political knowledge and democratic values helps students understand, organize, and effectively use new information as they grow into full citizens and throughout their lifetime (Galston 2004). The interaction of student to his or her environment is often situated around significant events throughout a lifetime. The development of the student depends on the readiness of this individual to respond (Magnusson, 2001). Civics education acts to offer students a skill set in which they can critically understand, interpret, and react to new information and current events. It gives students a helpful lens to understand the events they go through outside the classroom, “providing cognitive hooks on which they can hang accumulated information gleaned from the news media or everyday experience” (Mattes & Bratton 2007, p. 202).

Civics education provides the knowledge of political ideals, forms of participation and how to properly interact with others (Glaser, Ponzetto & Shleifer, 2006). It helps students develop a deeper understanding of (and even change) their own existing political beliefs, modeled by the concepts they are taught. Civic education results in students having a deeper and a more

complex understanding of their own personal knowledge set and values “by fostering greater differentiation between, for example, democratic values and democratic knowledge and skills and also by fostering a great degree of integration or consistency between the overall ‘values’ and ‘skills’ dimensions.” (Finkel & Ernst, 2005, p. 354)

However, the information and skills students learn must be contextualized in the classroom as much as they will be in the environments in which they will be utilized later in life.

“Individual functioning and development is best described as a series of dynamic, complex processes; Development does not take place in single aspects, taken out of context” (Magnusson, 2001, p. 25). Therefore, classrooms must offer students some sort of context and experience in order to understand exactly how they will be able use the skills and knowledge they have learned outside of the classroom setting.

2.3.2. Situated learning

Situated learning, first introduced by Lave and Wegner (2001), is the second major theoretical framework used in the IEA CivEd study. Its basic premise is that knowledge is bound to the socio-cultural and active context in which it is used. Applied to pedagogy, information should be learned in a similar context to which it would be functional or appropriate (Lave and Wegner, 2001; Alwin, 2001). “We cannot beat democracy into the pupils or students. The teaching style must mirror the subject or topic” (Poulsen-Hansen, 2002, p. 113, as quoted in Biseth, 2009). Bronfenbrenner (2001) mirrors this by stating students should be able apply the knowledge and skills learned to other environments outside of the classroom, calling for participatory classrooms which offer students a chance to interact with knowledge rather than simply absorb it. “Participating in interactive processes over time influences a child’s ability, confidence, knowledge, skill and motivation to engage in those sorts of processes again, either with others or on their own” (Bronfenbrenner , 2001, p. 6).

These educational activities, both formal and informal, grow on top of one another, using previous knowledge and experiences to create new interpretations and skills in future activities. A student’s ability to understand and interact in increasing complex experiences (labeled by intellectual requirements or demandingness of the task) progresses steadily over time as they are exposed to new challenges and ideas (Alwin, 2001). Participatory classrooms have been shown to be conducive to future political engagement, but the challenges of current curriculum, lack of resources and proper teacher training and language of instruction pose

great challenges.

Translated to the 'real world' political and civic realm, citizens are more likely to exclude themselves from political or social activism if they are not confident in their opinions or ideas or do not believe they will be taken seriously (Cornwall 2008, p. 279). If children are taught to stifle their opinions in school because they cannot express them adequately enough, the lessons learned from these experiences carry on well into an adult life, possibly hindering their contribution to civil society (Magnusson, 2001).

2.3.3. Banking theory

In addition to learning concepts, skills, and knowledge, formal education provides students informal and unconscious lessons on power structures and what is socially accepted as 'good' and 'bad' regarding concepts such as behavior and language. This 'hidden curriculum' of values and societal mores are learned through students' experiences within the school environment (Snyder, 1973). It is used to reinforce and indoctrinate students with how to be proper students (sitting, silent, listening to the teacher and taking notes) as well as how to act in the future workplace (respecting relationships of power, following directions, productive use of time). Through both positive (good grades, inclusion into certain social groups) and negative (bad grades, punishment, exclusion) reinforcement, children learn from a very young age what is socially accepted behavior and thought under the threat of being excluded from school and society if they do not comply.

Working against the idea that students are a *tabula rasa* to be completed by the knowledge given by the teacher, Paulo Freire (1972) focused his renowned theory of educational banking on education fighting the cycle of perpetual subjection often present in educational systems. Students are taught from a young age their ideas are 'bad' and the teacher's knowledge is 'good'. They are discouraged from questioning and focused on note-taking, listening and memorizing without much thought about the topics they are absorbing:

The more students work at storing the deposits entrusted to them, the less they develop the critical consciousness which would result from their intervention in the world as transformers of that world. The more completely they accept the passive role imposed on them, the more they tend simply to adapt to the world as it is and to the fragmented view of reality deposited in them. (Freire, 1972, p. 54).

Those in power can uphold and defend their ideas as the only 'good' knowledge and

indoctrinate generations of students with the view that they are not worth breaking out of the cycle of poverty or oppression. This has serious implications for creating sustained development and change within Tanzania. If educators want to produce citizens able to think critically and demand political change, students must be taught to believe in their own importance and intelligence. A civics classroom should “not be exclusively focused on the reproduction of the subject matter of the curriculum – an environment focused on filling empty vessels – but one that allows students to respond to their own, unique ways” (Beista, 2007, p. 760). Democratic education requires teachers who are involved and take a genuine interest in their students and the ways in which they understand the material taught. It requires an educational system not obsessed with outcomes and tests. Rather, it emphasizes a classroom environment in which teachers and students are allowed to discuss issues important to their understanding of democracy and one which finds “the delicate balance between child and the curriculum” (Biesta, 2007, p. 762). If educators want to produce citizens able to think critically and demand political change, students must be taught to believe in their own importance and intelligence.

A civics classroom is often completely different than a math or science classroom where information is not dependent on opinion. It cannot be assessed by requiring students to reproduce what they are taught, but rather by allowing students to mold the information given and discussed into their own thoughts, opinions and views based on previous experiences within the classroom (Lave and Wegner, 2001; Brofenbrenner, 2001; Beista, 2007). These experiences expand outside of the student as well. If students understand the importance of preserving democratic values and citizens’ rights, they will be able to expand their desire to protect their own rights as well as others. (Parker, 2008, p. 68-69).

Especially pertinent to the Tanzanian experience, a democratic classroom fosters critical thinking and questioning. It teaches students to clearly discern problems and then imagine ways in which their country can be better rather than stagnate in blind allegiance. “True patriotism demands the insight, the freedom and the ability to criticize the nation” (Pike, 2009, p. 80). Teachers need to encourage students and make clear they value and believe in a student's ability. This motivates students to strive and do well in class, as well as discover their own unique talents, opinions and voice. (Corsini, 2007, p. 249) Learning about democracy and social interaction is almost impossible in a classroom environment that hinders free discussion because of a lack in language confidence or pedagogical techniques

which do not promote participation or critical thinking in the classroom.

As ecological development theory suggests, the environment in which development takes place is as important as the student themselves (Bronfenbrenner, 1988, 2001, 2005; Alwin, 2001; Torney-Purta et al., 2001). Therefore, understanding the circumstances present in the Tanzanian education system is as important as theoretically understanding the importance of civics education. Additionally, from a researcher's perspective, we must understand the data itself in the milieu in which the research takes place (Hahn & Alviar-Martin, 2008),

3. Contextualization

Although democracy is often seen as Western-born ideal, it is in no way foreign to the African continent. It is as native as music or language. Conflict resolution, resource management, trade and governance all rely on cooperation and decision making, key skills in a democracy. This can be testified by a Batswanan proverb, which translates as “each person has to speak their piece so that the best idea prevails.” It is supported by the idea that people have the capacity to come together, respect opinions, use tools acquired from social experience and reach consensus on the wisest action to solve common problems (Marutona, 2006, p. 552). In education, even teachers of civics report their conceptions of democracy not only stem from their conceptions formed through formal education and global/western discourses on governance, but also from their own personal family and indigenous value systems of compassion, communalism, leadership and concern for the community (Kubow 2007).

Education on the continent plays a large role in the promotion of democracy, even if by indirect or informal ways. Though citizens are confident in what they do not want in their country (poverty, violence, corruption, discrimination, etc), they may not always have a completely solid definition of how to reach their personal ideal form of democracy or how to go about building a government structure that would provide it. Even institutionally, there is often confusion as to how the state should go about bringing their theoretical ideals of governance and quality of life to reality: “During the tumult of transition, relatively little attention was paid to the institutional design of the polity. Emerging from life under military and one-party rule, citizens could hardly be expected to have in mind a full set of democratic rules or to evince a deep attachment to them” (Bratton & Mattes, 2001, p. 450). By forcing upon people political processes in which are unfamiliar or far too complicated to easily understand, those in power have the opportunity to take advantage of the political system to retain or gain power, even while under the guise of true democracy.

Without significant internal pressures from a well-informed and well-organized citizenry or civic society to force them to do otherwise, it is certainly not in the interest of corrupt leaders to give up power, wealth and influence. Nepotism and corruption are obvious outcomes of this balance of power. However, this can be fought by education, both in the formal and informal sectors. Education is key in bringing about change. Education, specifically designed

to give students the tools to understand and actively promote the tenants of democracy within their country, encourages them to participate towards these goals. A well educated populace not only strengthens democracy, but it reduces the risk of anti-democratic coups, stimulating growth both culturally and economically (Glaser, Ponzetto & Shleifer, 2006).

3.1. Historical context

The influence of the history of single-party politics on current political participation is very strong in the Tanzanian context. The ruling party, Chama Cha Mapinduzi (CCM), played a major role in gaining independence for mainland Tanganyika, lead by founding father and first President, Julius Nyerere. Although there was already a history of competitive multi-party democracy at the time of independence and briefly afterwards, CCM has remained the controlling party of civic life and politics to this day and many Tanzanians still hold a strong loyalty to the party (Brennan, 2005; Msekwa, 2009).

Pressured both internally by civil society organizations, and externally by the donor community and as a result of the fall of Soviet Communism (Gould and Ojanen, 2003; Brock-Utne, 2005; Shivji 2006; McCowan, 2009), on the 27th of February 1991, the Nyalali Presidential Commission was set up to research and recommend to the Tanzanian government if multi-party elections should be carried out¹⁰ (Msekwa 2009). Pius Msekwa (2009), one of the members of the Nyalali Commission, explains while the government and donor enthusiasm for multi-party politics was present, the culture of political criticism was still somewhat deficient:

The Nyalali Commission report was undoubtedly a very significant pathfinder for the transition to democracy in Tanzania. The CCM and the Government's positive and rapid response to the basic recommendation that Tanzania's political system should be changed to multi-partyism was highly commendable. However, whereas indeed the first essential step of accepting multi-partyism had been taken and the Constitution and other relevant laws had been amended accordingly, there was still a very urgent need to ensure that the behavior of political parties, whether in power or in opposition, is transparently conducive to the sustenance of a multi-party democratic system. This was extremely important because the culture of political tolerance and respect for dissenting or opposition views was sadly lacking. (p. 33)

¹⁰ Nyalali was commissioned under President Ali Hassan Mwinyi, who was a strong supporter of liberal economic reforms within the country (Shivji 2006; Msekwa 2009).

This worrying lack of a welcoming climate for dissent remains today to a certain extent. While at the dawn of multi-party elections in 1992, it seemed as Tanzania's future with competitive party politics seemed inevitable¹¹, but the CCM's power over politics did not wane over the decade following¹². Even in the latest round of the Afrobarometer (2009), 37% of Tanzanian respondents agreed they would approve of only one political party being able to stand for office. 58% of respondents felt opposition parties should concentrate on cooperating with the government in power rather than examining and criticizing the government.

Moreover, Brennan (2005) points out the relatively small amount public dissonance in Tanzania is also historically in large part the result of TANU in "co-opting dissent while pursuing authoritarian techniques to ensure its containment... [They] alternately confronted and incorporated subsequent African political opponents and much of their rhetoric" during the early years of independence (p. 251). He goes on to discuss how although Nyerere was initially uneasy about this tactic of quelling dissonance as TANU's president, after the military mutiny in January of 1964, those in power saw quelling opposition voices as an efficient and necessary way of protecting the new and fragile independent democracy. Further exacerbating this in the decade coming up to the installation of multi-party politics in 1992 were the diminishing of public funds allocated to education, due to Nyerere's retirement and outside pressure of private "cost sharing" of education. While the government maintained systematic mass oppression for security, the budget allocations for education fell almost by half from 11.7% of the total budget in 1980 to 6.3% in 1990 (Tumbo, 1997). Through control of the media, education and assembly rights, this effectively controlled most political dissonance in Tanzania.

Politically speaking, as independence was relatively top-down and because of a history of relatively peaceful suppression of opposition voices, the Tanzanian population as a whole has not developed the same level of skepticism and criticism towards the government and high levels of civic efficacy as compared to many of their African neighbors. In addition to being

¹¹ In the 1995 elections, CCM received 61.8% of the Presidential vote and 80.17% of the Parliamentary vote. NCCR-MAGEUZI received relatively 27.8% and 21.83% (Msekwa 2007, 283).

¹² In the 2005 elections, CCM received 80.28% of the Presidential vote and maintained 89% of Parliamentary seats. Even though CCM only received 65.19% of the vote, the low percentages for the other parties and the first-past-the-post electoral system prevented other parties from gaining a proportional amount of seats (Mswkwa

legally discouraged from promoting opposition, Tanzanians are often seen as uncritical citizens, especially when compared to other African neighbors (Brennan, 2005). Political decisions are also influenced by large international bodies such as the World Bank and the International Monetary Fund rather than their own citizens or even members of Parliament and stripped of their natural resources by foreigners in the name of industry and development (Gould and Ojanen, 2003; Brock-Utne, 2005; McCowan 2009).

Regardless of this, Tanzanians have, by far, the highest level of trust in official political bodies when compared to other African nations in the ABM survey, but have less trust (but still a relatively high level) in opposition parties, police and courts of law (Afrobarometer, 2009). This high level of trust and seeming lack of deep skepticism has lead to Tanzania having one of the highest levels of support for democracy despite major missteps or slow pace of government and change. This reflects both the state of multi-party democracy in Tanzania and the generalization that Tanzanians are uncritical of their government (Hyden, 1999; Chaligha et al., 2002).

Although younger people's loyalty towards the CCM may not be as strong because they grew up in the multiparty system and did not live through the independence movement, there remains a very strong support and respect for the CCM in all walks of life and age groups in Tanzania, especially as the party of Nyerere. During the 10th anniversary of his death in October of 2009, newspapers and civic organizations throughout Tanzania mourned how little the country has progressed after the loss of the altruistic and wise leadership of Nyerere. However, as accusations of corruption and in-party fighting taint all political parties in the run up to the 2010 Presidential elections, it is more important than ever for young people to gain the civic skills to have a critical eye towards politics.

In their working paper promoting continuing education for teachers and the production of supplementary teaching materials for civics education in Tanzania, This is a prominent issue facing quality teaching in Tanzania. Many older civics teachers, especially those who left college before 1992, were products of the CCM single party era. While this in itself is certainly not a bad thing, without continuing education and refresher courses for these

teachers, they may not be fully acquainted with new ways of political thinking, new content or suggested pedagogies found in the syllabus (Alphonse, 2007).

Nevertheless, the change to multi-party politics has influenced the political thinking of many Tanzanians as to accepting the possibility that with multi-party politics comes differing points of view and approaches to development and change. According to the Afrobarometer (2009), although over half of respondents felt opposition parties should work with government instead of criticizing it, an even larger proportion (68%)¹³ of respondents indicated political parties were necessary for democracy because they allowed citizens to have "real choices in who governs them," up from 52% in 2005 and 67% in 2003 (p. 6). This is a clear reflection that Tanzanians have a high level of patience with the government and multi-party democracy in achieving the goals they desire. The idea of democracy is difficult to erase even in the face of pessimistic economic or political outlooks.

Support for women's rights is still very much a challenge in Tanzania, but it is growing continually through educational programs and gender-advocacy programs throughout the country. Women are powerful leaders in business, education, community programs and organizations around the country and there is a growing network of civil society organizations such as the Feminist Activist Coalition and the Tanzania Gender Equality Network working towards the goal of equality in Tanzanian society at large. There still remains, however, a long way to go to achieve true gender equity in the public sphere. Even in education, an occupation traditionally seen as accessible to women, as of 2007, only 30% of secondary teachers are female. Additionally, out of 4,891 teachers with at least the first degree in teaching, only 32% were female. The picture is not much more promising for female students looking to reach higher levels of education. While around half of enrolled secondary students have been women in 2003-2007, they only accounted for only around 30-40% of those enrolled in tertiary education for the same period (Bandiho, 2009, p. 46). There could be many reasons for this drop, socio-culturally and economically, but there are a growing number of programs attempting to promote tertiary education for women.

¹³ Notably, an even larger proportion of urban residents (78%) responded positively to the necessity of multiple parties.

Politically speaking, while it is still difficult for women to gain leadership positions in Tanzania, there are some outlets for their voices to be heard. By national constitutional order, 20% of Tanzania's Parliamentary seats are reserved for women from both Zanzibar and the mainland. Women are also free to run for office through the normal constituency election manner, although this is more rarely done because many parties see special seats as adequate enough for women and of the inherent difficulty of being elected because of existing gender bias. There are currently 99 women in Parliament with 18 elected and 81 through special seats. Although these special seats remain the easiest and most direct way of ensuring women's voice in national politics, many see them as merely "lip-service" to those demanding equal rights and representation for women, especially international donors and international non-governmental organizations. This system infrequently addresses actual problems facing women in neither Tanzania nor actual representation of women in politics. Those who are elected through constitutional means often feel responsible to their party, who took a chance in supporting them rather than a male candidate, so they will often tow the party line instead of speaking independently (Meena, 2003).

Nevertheless, there is progress and hope towards political equity in parliament. In a 2010 study of intervention and activity of members of Parliament, women were only slightly less active than male MPs¹⁴ and special seated MPs were only slightly less active than elected MPs¹⁵, both groups including women. Additionally, of the top 25% of the most active MPs, a little over a quarter were women (Uwazi Infoshop, 2010). Considering 31% of Parliament is currently made up of women, it's clear they are keeping up with their male counterparts, at the very least by making their voices and opinions heard. Although the amount of actual power of Tanzanian women MPs is still questionable, they are important to the political future of women. They remain both a potential source of symbolism and inspiration for young women and a constant reminder there needs to be more equity between genders in all aspects of Tanzanian society.

¹⁴ The average interventions (defined as asking a basic question, supplementary question or any other contribution in Parliamentary sessions between the 2005 election and the last session of 2009) were 61 for men and 56 for women. Contributions were even at an average of 29 per MP.

¹⁵ The average intervention was 63 for elected MPs and 58 for specially seated MPs.

3.2. Current challenges in Tanzanian civics education

Civics education played an important role in the development of Tanzanian state shortly after independence. After almost a century of oppression from both German and British colonialism, Tanzanian leaders looked towards education to provide loyal and knowledgeable citizens to nourish the new state. Although there are many texts which give a deeper overview of the history of Tanzanian education, especially in regards to civics education or language of instruction (Mkwizu, 2002; Roy-Campbell, 2001, Brock-Utne 2006, Riutta, 2007; Mushi, 2009; Swilla, 2009), a very brief outline of the development of civics education in Tanzania is presented here.

In 1967, President Nyerere produces two of the most important documents of Tanzanian (and arguably pan-African) political and social agenda: The *Arusha Declaration*, which outlined his plan for a socialist revolution in Tanzania called ujamaa (usually translated from Kiswahili as *familyhood*), and *Education for Self-Reliance*, outlining how Tanzanians should focus primary education on practical rural living instead of learning things that are not beneficial to the common person. Education was to play a key role in the formation of a new Tanzania and the curriculum would mirror and support ujamaa.

As a response, in 1968, the Tanzanian government stressed students should be educated in the values of Tanzania and the ruling party, Chama Cha Mapinduzi (CCM), Nyerere's Education for Self Reliance and nation building fellowship. This was criticized by some teachers and students for its conservative, nationalistic stance and focus on one party rule, but they were silenced by directives claiming they had forgotten their loyalty and importance of nationhood (Mkwizu, 2002, p. 76). More importantly, in 1970, there was a symbolic name change to 'Elimu ya Siasa' and students were to be instructed in the Kiswahili language by Tanzanian teachers of history, economics and political science. However, the government gave very little hint as to what was to be taught – five lines for all of Form One – only it was to be a nationalistic curriculum, focusing on Tanzanian values, books and publications by Nyerere and other anti-colonial rhetoric (Mkwizu, 2002, p. 79). In the transition to multi-party politics in 1992, the government decided to change Siasa back to civics, promoting the change to multiparty disputive politics. It would be taught in English and cover a broader spectrum of issues relating to civics including different political and economic systems (Mkwizu, 2002; Brock-Utne, 2006). This subject material was again expanded on in the 2005 version of the

curriculum used today.

3.2.1. Language of instruction challenges

Tanzania is somewhat unique on the African continent. Although there are over 120 different indigenous languages spoken in the country, almost all citizens speak the lingua franca of Kiswahili from a young age. Additionally, most indigenous mother-tongue languages found in Tanzania are of Bantu origin and are similar enough to aid in the learning or understanding of Kiswahili as a second language. With its origin¹⁶ and current use as a lingua franca for the entire country, Kiswahili is malleable and adaptive, changing to the ever expanding world of globalization and technology. It is the official language of four nations on the African continent and is the only native African language used officially by the African Union.

It was used by the independence movement of the early 1960's and the government of Julius Nyerere to distinguish Tanzanian empowerment over English domination and colonialism. Tanzanians themselves treasure their language for being a unifying national symbol, detached from any ethnic or geographic division:

It is clear to many Tanzanians (especially politicians) that Kiswahili has contributed to the unity of the country. History has documented this fact, since during the independence mass mobilization was made possible through Kiswahili. Thus, it was expected that politicians would cherish this commendable contribution by formulating a viable language policy. (Mkwizu, 2002, p. 46)

Additionally, as the first or second language of almost all of Tanzanians, it is used by almost everyone in the public sphere. Large international organizations and businesses found in large urban areas are often the only institutions do not use Kiswahili as the primary means of communication. Brock-Utne (2008) points out, although legal and legislative matters are often written in both Kiswahili and English, they are almost always discussed and debated in Kiswahili. It is the language used by business professionals, academics, politicians, shopkeepers, everyone from the highest urban elite to the rural poor.

¹⁶ Kiswahili was originally the language of Zanzibar and the coastal region of Tanzania, used by traders from the Middle East, the Indian subcontinent, Mozambique and the rest of the Swahili coast. It shares links with other Bantu languages as well as many loanwords from Arabic. More recently, it has also adopted many loan words from English as well (Topan 2008).

Unlike other African nations where colonial languages are still used more often than local in public discourse¹⁷, Tanzanian students have the advantage of being surrounded by many political television shows, television and radio news and National Parliament broadcasts, newspapers and other forms of media in Kiswahili. Unfortunately, this often favors those students whose families are wealthy enough to afford access to media and those students who live in urban areas in proximity to more media saturation. However, this broad use of civic communication in Kiswahili is an advantage to students in applying what they have learned in the classroom to their everyday lives. When applied to Brofenbrenner's ecological development theory, this allows for civic knowledge and experience to be found at every level in varying degrees of influence.

Language inside the classroom

Although in 1964, Kiswahili was made the medium of instruction in the first 4 years of primary education and several plans were made to phase in complete Kiswahili instruction over the next two decades, the medium of instruction in Tanzanian secondary and tertiary education remains in English (Brock-Utne, 2006). This has serious implications for not only civics, but the educational performance in almost every subject. Specifically for civics education, when students are taught in a non-native language of instruction, classrooms become the antithesis of the democratic values which they strive to instill in their students. To facilitate a participatory conception of democracy, a well-educated and self-confident citizenry needs to make up a majority of the population which has the confidence to demand their voices be heard (Biseth, 2009). If people know opportunities exist for influencing political decision making and they have sufficient knowledge and experience, they will be able to relate and react in an appropriate and purposeful manner, but they must feel their opinions are valuable or they will be discouraged from participation (Lave and Wegner, 2001; Alwin, 2001; Brofenbrenner 2001; Held, 2006).

¹⁷ Biseth gives one such example of Xhosa speakers in Cape Town, South Africa. Most public discourse is in either English or Afrikaans, leaving those students and citizens who do not speak either language fluently at a great disadvantage. The only Xhosa newspapers were three community papers distributed weekly for free. She states that by "being 'only' township newspapers...the content of the newspapers are mostly community news. Both Xhosa and English are used in [one paper], which also brings national news in addition to community news" (2005, p105).

Expanding on the insight of Freire's (1972) banking theory, students taught in a non-native language of instruction are much less likely to participate, ask or answer questions if they cannot communicate in class. Teachers who are uncomfortable with English are subsequently unable to address current and significant topics related to classroom topics, often refuse questions from students who have limited English skills and merely lecture from textbooks. Likewise, due to this lack of fluency in English, students may not acquire vital critical thinking skills nor experience democratic processes because they are busy passively taking notes. There has been an extensive body of empirical research done over the past five decades regarding the negative impact of instruction in a foreign/colonial language on teachers and students around the world. Specifically regarding the study of language of instruction in Tanzania, English is seen a great hindrance to performance in secondary school and beyond (more recently, Roy-Campbell, 2001; Mwinsheikhe, 2001; Mkwizu, 2002; Kwaa Prah, 2003; Brock-Utne, 2006; Brock-Utne, 2007; Topan, 2008; Mwinsheikhe, 2009; Swilla, 2009).

If the teacher does not have a sufficient knowledge of English, they will stick to a set teaching plan and avoid any questions or discussion that deviates. Teachers often feel they are unfit to teach because their grasp of English is not adequate enough to explain the material (Mkwizu, 2002). This often leads to simply lecturing rather than adopting more participatory approaches to teaching. This is directly contrary to the proscribed national syllabus, which states "the teacher is strongly advised to use only those participatory and learner-centered strategies in order to enhance the teaching/learning process. The teacher should invent other appropriate strategies to his/her own apart from those suggested in the syllabus" (United Republic of Tanzania, 2005, p. v). Without confidence in his or her own abilities, teachers are often not able to be creative or adaptive with their teaching.

The use of English in the classroom and its varying fluency among students creates an unfair and undemocratic environment. Teachers will show preferential treatment towards and will call on a student more often who has a better grasp of English than those students who do not (Mkwizu, 2002). Students who fear not being taken seriously or not able to express themselves fully because of uncertainties about their English proficiency will have difficulty developing self confidence in their own thoughts and opinions. Especially dangerous is the possibility that those students who speak English at a less adept level will be subject to "discursive bullying" where some students dominate over others during debate and discussion (Parker, 2008). Without the confidence to speak up, students are also silently being taught

their opinions are not valuable or intelligent. This is dangerous because a student must be nurtured and reassured to find his or her own voice. Citizens need to be confident others will listen and value their opinions before they will have the courage to speak up (Cornwall, 2008).

Students face major hurdles in understanding the language in which the material is presented, let alone comprehend or process the material itself. While this has dangerous implications for every subject, it is especially detrimental for civics education. Jerit, Barabas & Boison (2006) have found simply providing more civic information to students only serves to reinforce demographic discrepancies. But, when presented in a manner that is easy to understand, there is a possibility to bridge these preexisting gaps (Brock-Utne, 2006; Swilla 2009).

The issue of LOI continues to plague Tanzania's education system. In December of 2009, the Minister of Education and Vocational Training, Prof. Jumanne Maghembe, announced the results of that year's Standard VII National Examination. Kiswahili as a subject had the highest pass rate at 69.08% while English was second to last with only a 35.44% pass rate. Discussing the macabre results of only 49.4% of students passing the exam as a whole (a 3.32% decline from the previous year), Minister Maghembe blamed "the mass failures in Mathematics [20.96% pass rate] and English subjects" (Kagashe, 2009, np). This illustrates the dismal position primary school leavers are at regarding their English language skills, which are imperative for learning anything at all if they have the chance to continue on to secondary school. Additionally, the pass rate for Form Two Secondary National Exams dropped over 8.2% in 2009 from 2008 and a 26.6% drop from 2007. Again, the lowest performance was in English, while the highest in Kiswahili (Lugongo, 2009). It also shows how vital language skills are for all subjects. For Tanzanian students to fall behind in subjects such as math and science because of language of instruction issues (or other pedagogical issues as discussed below) will have a great impact on the development of the country.

3.2.2. Other pedagogical challenges

Other major significant hurdles in providing quality education in Tanzania are access to resources and teacher training. The 2005 curriculum addresses the need for additional teaching material by listing appropriate materials connected with each topic and stating "the teacher is also expected to identify and improvise other relevant teaching/learning materials available in his/her locality" (United Republic of Tanzania, 2005, p. v). It does not mention

how teachers are to go about getting these materials or what would happen if their individual schools did not have the resources to allot to these teachers. The teaching materials that schools *do* receive are often inappropriate, poorly written, and do not address the proper topics or pedagogical approaches spelled out in the current syllabus. Existing materials “are characterized by critical technical and pedagogical shortfalls. Briefly put, they hardly stimulate student interactivity; they do not promote skills such as reflection and discussion and they do not promote student-centered teaching and learning” (Lutatenekwa, 2007, p. 7).

Even without access to appropriate teaching materials, there are also problems arising from the lack of teaching training. As stated above, teachers may not be familiar with new pedagogical approaches, changes in government and democratic discourse, opportunities for active citizenship or simply teach misinformation from lack of continuing education support from the Ministry.

Furthermore, civics education has traditionally been seen as preparation for something to come later, civic duties once a student reaches adulthood. The traditional approach to education assumes students are simply living inside the world around them, rather than shaping and being shaped: “the individual is spectator, not re-creator” (Freire, 1972, p. 56). Similar to the need for political actors and citizens to see democracy as something fluid, changing and a life-long process, there are calls for educators and policy makers to move away from this idea of static knowledge to one that emphasizes democracy as something currently and constantly happening in and incorporating the lives of students (Arendt, 1977; Freire, 1972; Howe & Covell, 2005; Biesta, 2007). This is very difficult because of both current challenges to education and the perception of civics as not as useful as a math or science class. Although it is vital to protecting and fostering democracy, civics does not seem to have practical applications in the workplace and will not aid students in getting a well-paying job after graduation.

By having multiple ways of learning about issues and their application in everyday life, both students and citizens will be better equipped to participate in political and civic society, as well as be able to critically judge the issues and actions of politicians (Lave and Wegner, 2001; Alwin, 2001; Brofenbrenner 2001; Held 2006). Through a democratic and discerning classroom constantly bringing in current issues, students will learn valuable skills such as empathy, communication, and critical thinking: question why there is inequality, discuss what it means to be a citizen, and debate how is the best way to deal with problems facing the

country.

4. Methodology

The survey instrument for this study was based on the Association for the Evaluation of Educational Achievement's (IEA) Civic Education Survey (CivEd), which was carried out in 1999 (Torney-Purta et al., 2001). Although the survey did include countries that were considered medium-developed¹⁸, the survey itself did not include any African nations, focusing mostly on North America and Europe. Although democracy, in both theoretical and practical terms, varies greatly from country to country, there are certain concepts which appear over and over, such as those surveyed in the CivEd survey. The concepts in the survey instrument are almost all covered in the Tanzanian secondary civics curriculum. Anti-democratic opinions are not overtly covered, but the curriculum does discuss the benefits and downsides of various forms of government. Additionally, through the transition from single-party to multi-party democracy, there has been much debate about the meaning of democracy within Tanzania and what actions can be taken to preserve it.

In cooperation with the governments and educational institutions of the countries themselves, a two-part survey was carried out. The first phase focused on developing the overall model for the study through case studies of each individual country, determining what themes should be covered in the second phase. The second phase, which this thesis adapts in its survey instrument, not only surveyed students, but also solicited teachers and administrators for their opinions and personal histories to create an international picture of civics education themes and practices. Important to note, the IEA CivEd study included two main sections in their student survey, a civic knowledge test and a Likert-type survey of civic opinions and practices. This research adapted only the second half of the survey, focusing only on the opinions and practices of students. This decision was made because of the limitations placed on the resources available. First, this writer's research interests and the research questions framing this design did not specifically address knowledge, but rather conceptions of democracy and attitudes towards political action. Secondly, as the knowledge questions were specifically designed with appropriate distracters, it would be difficult to achieve a translation

¹⁸ Using the United Nation's Human Development Index, Bulgaria, Colombia, Latvia, Lithuania, Romania and the Russian Federation all qualify as "medium-income" countries. Available at: <http://hdr.undp.org/en/statistics/>

maintaining the high level of research design quality assurance called for in the IEA study (Schultz & Sibberns, 2004). As will be described further in the chapter, lack of financial resources factored into many decisions regarding research methodology.

Students in the same class (attempting to control for factors such as home background, teacher quality, what they had been taught already that year, etc) were randomly assigned either an English or a Kiswahili language test. Students were asked to write a small paragraph, in either English or Kiswahili, relative to the test language, remembering their personal feelings and opinions regarding either a positive or negative event involving the government. Using the sections taken from the Schultz & Sibberns' (2004) International IEA CivEd instrument, discussed in depth later in the chapter, students were asked their opinions on items such as what they personally feel on various conceptions of democratic values and good citizenship, attitudes towards certain political themes, efficacy and engagement, and participation within the classroom. Students were not asked for any personally identifying information, aside from gender, age, parent educational background and how often they speak both English and Kiswahili.

Although I was in the country for three months (late August through early November), the primary field work for this study took place in Dar es Salaam, Tanzania in October of 2009. The first half of my time in the country was spent improving my Kiswahili through classes, contacting and gaining proper certification to enter schools, doing literature research at the University of Dar es Salaam and finalizing other technical details.

4.1. Methods used

4.1.1. Survey methodology

Quantitative Survey Design

‘There is no better method of research than the sample survey process for determining, with a known level of accuracy, detailed and personal information about large population’ (Rea and Parker, 2005, p. 5). Quantitative analysis often gives the researcher more of an ability to generalize from a small sample to the larger group population (Bryman, 2008). Although this is limited to the population which is reflected in the sample with similar demographic characteristics, it is still noted as the largest advantage to survey research design. Instead of

interviewing several students which would only reflect the opinions of those students (albeit in much greater depth), my choice of research design allows the data to reflect and paint a much broader picture of the greater urban public school student population.

Additionally, especially as a researcher in international and comparative education, there is a great advantage to the comparative nature of a survey research design (Rea and Parker, 2005; Bryman, 2008). As the survey instrument is a determined set of factors, it can be used to either replicate (adding to the validity of the research) or used in further research either in a different geographic or demographic population or over time in a longitudinal study. This is overtly seen in my ability to adapt and translate the IEA CivEd study. Although I will not be using my data in a larger comparative analysis, as my small urban sample population is not comparable in nature to an entire country's student population, it is possible to make inferences about the nature of student populations across demographic differences within urban populations in Tanzania. Moreover, one should not underestimate the improved legitimacy quantitative data and analysis lends to research in the eyes of other social sciences and outside disciplines, as well as its impact on policy makers.

Finally, as well as in the discussion on language later in the chapter, resources not only limited the scope of the study, but helped to determine the research design as well. A researcher needs to take into account the time and resources available when proposing a study. As both my time and resources were fairly limited, the cost-effective nature of a survey was very useful in gathering a large amount of data in a reasonably short amount of time and for relatively little cost.

Additionally, especially as I am a foreign researcher, I had to take into account accessibility to schools, students and teachers when designing the study. While we can certainly debate the ethical implications of such a decision, the reality is many accessibility obstacles are often easily overcome when political administrative officers and school headmasters hear you only want to have their students participate in a survey. While a researcher must take into account the quality of their research design, participants are not inanimate test subjects, so one must ethically also take into account the desires of all of those involved, including administrators worried about their students time away from class to participate.

Critiques and disadvantages

The largest disadvantage and common critique of quantitative design is it is often viewed as very superficial, measuring trends that may not accurately reflect the complexity of actual relationships or phenomena. It is often problematic in understanding the root causes of the issues addressed in the research. While I do agree with many of these critiques, quantitative design is still the most practical design for gaining a broad overview of a population. Both qualitative and quantitative research methods are not as exaggeratedly different as often presented, but both best used as complimentary rather than critical partners (Lund, 2005). As stated in the introduction, as there is relatively little research in this area of study, especially in this specific geographical area, my motivation for this research was not to find causation but merely to explore student opinion and participation, hopefully as a baseline or data set to explore deeper in future research.

'In the field' research

There were many advantages and disadvantages to personally conducting research in Dar es Salaam, rather than simply mailing the surveys. The researcher maintaining anonymity is a very important factor of participant confidence. A civics teacher at each school who was asked (by the headmaster or headmistress) to assist me did not remain in the survey rooms, but were available for students to ask questions if needed. This was in the hopes their absence would remove pressure to 'answer right.' However, there was still concern, simply by my presence as foreign researcher, students would feel this pressure.

Additionally, all students involved in the study were given a confidentiality agreement, informing them of the purpose of the study and their rights as participants, such as the ability to stop their involvement at anytime and how their identity and all rough data will be kept confidential. While I'm sure there was still pressure to participate because they were in school, I tried to clarify as clearly as I could (as well as asked the teacher to explain in Kiswahili) they were not obligated to participate. I did not collect any identifiable personal information from student participants, aside from demographic questions¹⁹. After students were finished completing the survey, their survey was placed in a box and not taken out until I

returned home and not shown to any other person. All student participants are identified by a case number. Although data was coded from paper to computer while still in Tanzania for travel convenience, first page personal statements were removed from their survey and sealed until I returned home to the States, to protect from identifying students by their handwriting.

There were many advantages, however, to doing research in person. Gaining access to schools was much easier in person in Tanzania; although there are many stages, the various district and national offices were often more easily navigated with a smile and a handshake. I owe a great debt to many secretaries in Dar es Salaam. Additionally, the survey design was more adaptable, particularly where language was concerned, which is discussed later in the chapter. When administering the actual survey, I was available to explain instructions very clearly, assure they were followed correctly, answer any questions students may have had and clarify survey items if needed (Rea & Parker, 2005).

Most importantly, as will be discussed later, doing field work first hand in Dar es Salaam gave me many invaluable opportunities for additional supplementary data collection I would not have had otherwise.

Language issues

Language, in addition to its significance to the research questions, was critical in determining the methodology itself. Not being fluent in Kiswahili, this was a major issue in deciding a data collection method. To avoid losing meaning in translation, a closed-ended quantitative survey was chosen. Although I would have much preferred open-ended questions to allow students to elaborate on certain subjects they found interesting, there is the problem of choosing what language they would answer. Most of the student participants do not have enough mastery of English to fully express themselves and I likewise do not have enough mastery of Kiswahili to fully understand their answers. Additionally, I did not have the resources to pay for the translation of over 300 open-ended surveys, so language was a large factor in choosing methodology.

¹⁹ See Appendix 9.2, Questions 1-20

Again, resource constraints limited the extent to which this study's translation could meet guidelines laid out in the IEA CivEd study. However, the translation was carried out by a native Tanzanian, adding to the understandability for the students. As stated before, the civic knowledge cognitive test was not included, so there was no worry about maintaining the integrity of distracters in the survey design. The translation was done by Musa Kitonge of Kiswahili na Utamaduni (KIU) Ltd, a teacher of Kiswahili.

The students' various levels of fluency and confidence with working in English posed a major issue for the study design and implementation. I had originally hoped to have an equal number of English and Kiswahili surveys, but preliminary pilot testing showed this was impractical for getting a true picture of student opinion. I therefore aimed for a 1:2 ratio of English to Kiswahili, but this again proved somewhat difficult in achieving. Students were allowed to change from an assigned English test to a Kiswahili test if they felt they would not be able to take the test at all. At the first two schools, only 2 students for each schools asked to exchange an English survey for a Kiswahili one, but at the second two, there was a much higher demand for Kiswahili surveys, 14 and 12 respectively.

As with any survey, there is a worry of non-responses for any number of the participants' personal reasons. Any survey returned with over $\frac{3}{4}$ of the questions unanswered was removed from the dataset to avoid misanalysis of the data (Rea & Parker, 2005). This amounted to 16 students English surveys and 12 students Kiswahili surveys, or 8% of the total surveys administered. In total, there were 303 surveys used in final data analysis (83 English and 220 Kiswahili).

4.1.2. Other methods used

Although the main method of data collection was through a quantitative survey, it would be useful to also mention by simply being in Dar es Salaam, I was presented with many other important avenues for gathering information from actors within the education system to contextualize the data to urban daily life.

Personal interviews

Semi-structured interviews were conducted with both educators and curriculum makers.

These interviews focused on, among other things, what they believe should be taught in civics education, why these topics are important and what current problems they face in

implementation. While these interviews were not overtly used in the data analysis, they provided an opportunity to broaden my knowledge of the urban Tanzanian education system and construct the framework in which the data was viewed.

Additionally, my stay in Dar es Salaam provided many occasions for informal and spontaneous conversation with the locals. I was fortunate to speak with many individuals regarding their own personal opinions on current events and political activity. This included students outside of the schools included in the main survey, teachers and professors, employees of the Tanzanian government and other non-governmental organizations, and other locals who may have had no other connection to either education or politics. Like the semi-structured interviews, these conversations were not included in the main data analysis, they helped facilitate a deeper understanding of the current political and social context of Dar es Salaam.

Classroom observation

In addition to the main survey data collection, I was also fortunate enough to be invited to sit in on two different civics classrooms for a normal class period. Similar to the interviews, these observations helped me place these pedagogical challenges into a real world situation, as well as observe firsthand how both students and teachers successfully deal with them.

More importantly, both as a professionally and personally, it gave me an opportunity to sit and talk with students after class about what they had discussed in class that day, in addition to any subjects they felt were important. This was important in helping develop the analytical framework for the main survey data. This also gave the students a chance, as participants in the main survey collection, to ask any questions they had about my research and my own life as a student in the United States and Norway.

Of course, my presence in the classroom had a strong influence on the actions of both teachers and students²⁰, but as these observations were merely supplemental to

²⁰ The influence of the researcher's presence is well documented in almost all guides on qualitative research methods. Bryman (2008) provides a good, brief overview of these factors and how to take them into consideration.

contextualizing the survey data, I do not feel it detracts from the reliability or validity of the main data analysis.

4.2. Sample demographics

Although there are many disadvantages to only doing the survey among four schools specifically within the city of Dar es Salaam, resources and time severely limited the scope of the study. However, doing a more in depth study focused on one specific geographic location often gives a better illustration of actual phenomenon of students in large public schools in the city of Dar es Salaam. School A was a single-gender boys public school, teaching students from Form 1 through Form 6. In the Autumn of 2009, the school had approximately 1500 students, with 325 in the target Form 3. School B was a single-gender girls public school, also teaching students from Form 1 through Form 6. They had approximately 2500 students, with 600 in the target Form 3. School C was a co-educational public school, teaching students from Form 1 through Form 4. They had approximately 3500 students, with 692 in the target Form 3. School D was also a co-educational public school from Form 1 through Form 4. They had 1300 students, with 300 in the target Form 3. All four schools are located within a kilometer radius area of each other. Each school teaches civics for one period each week (around 40-60 minutes).

School	Gender	Apx. Number of Students	Apx. Number of Form 3 Students	Number of Students Surveyed
School C	Co-Ed	3500	700	66
School A	Single	1500	325	70
School B	Single	2500	600	71
School D	Co-Ed	1300	300	95

After contacting the Headmaster or Headmistress of each school, arrangements were made through either a Deputy Headmaster or Academic Officer to survey students. Classes of students were chosen by this Officer and surveys were administered to every student in these classes. Although there are disadvantages to convenience sampling, the circumstances did not allow for optimal random sampling distributions (Bryman, 2008, p. 183). Access was an obstacle in sampling choice, so convenience sampling was used. It is often employed when difficulty, time and resources make a proper probability sample prohibitively inconvenient

(Bryman, 2008). There are certainly concerns when letting administrators choose the sample they will simply pick their best students in order to look good, but as I specifically asked for entire classes rather than individual students, I hoped to mitigate this at least to a small extent.

Also addressing the number of students surveyed across the four schools, sample size was prioritized over even distribution. Schools A & D are slightly over represented, but as all four schools have very similar demographics (as well as very similar survey responses), I feel this concern, while legitimate, does not detract severely from the validity or reliability of the data. Bryman (2008) states that there are contexts in which this is acceptable when “the chance presents itself to gather data from a convenience sample and it represents too good an opportunity to miss” (p 183).

The main focus area of the study was Form 3. Students in this Form are important because they are close to or of the age where they are considered full citizens, able to vote or hold office if they choose and will play a vital role in Tanzania’s development: economically, politically and socially. These students have also had more exposure to the English medium of instruction, minimizing the testing error of simply not knowing the language. Additionally, and as a courtesy to the schools themselves, choosing Form 3 as the focus group would not interfere at all with vital preparation time for Form 2 National Exams, which were held in mid-September during the time of field work.

However, using a Form 3 cohort did affect the desired age group. The IEA CivEd instrument was originally designed for a 14 year old age cohort, but because of several factors limiting the entrance of students directly from primary to secondary and progressing throughout secondary levels, the age range of students surveyed varied from 14-20. Although age could obviously have a major impact in exposure to civic knowledge and development of political attitudes, it would have been too difficult for a study of this small scope to single out only 14 year olds in Form 3. Additionally, some issues covered in the CivEd instrument are taught in Form 3, so testing only 14 year old students in all Forms would create unfair advantages for some students in taking the test.

4.3. Survey Instrument

Please see Appendix 9.2 & 9.3 for the full survey instrument.

4.3.1. Demographic questions

There were 15 demographic questions: gender, age, questions on languages spoken at home, school and with friends, socioeconomic indicators, how far each parent went in their own education and how many years they believe they will stay in school. There are several problems with asking students directly about their parents' income level; students often misjudge or simply do not know. Instead, as in the original IEA study, number of books at home was chosen as the key indicator of socioeconomic status. Book ownership has been used successfully in past international educational studies as a consistent predictor of achievement²¹. Not only do books indicate disposable income available to dedicate to education and literacy, but also the purposeful decision by parents to support learning both inside and outside the home (Torney-Purta et al., 2001, 65).

4.3.2. Likert-type items

There were 15 Likert-type question sets taken from the IEA CivEd survey instrument and used in this survey. They included five options and a "Don't know" option.

Concepts

These sections deal with students' opinions and conceptions of various aspects of democracy. These sections are important because they develop a picture of what democracy means to these students. Section 21 deals with students' personal concepts of good democracy, such as what strengthens or weakens a democracy and what is important to have in a true democracy. These issues deal with both economic and political concepts, such as monopolies of media or corruption in government. Section 22 deals with students' personal concepts of good citizenship or what are important actions a person should do to be considered a good citizen. Again, these actions cover both "traditional" forms of citizenship as well as those more related to promoting social justice²². Section 23 asks students' personal opinions on what should or should not be the government's responsibility. Again, these are both social and economic issues, such as providing primary education or supporting industry. Finally, section

²¹ Torney-Purta et al reference the reports of TIMSS, Beaton *et al.*, 1996.

²² Torney-Purta et al. (2001) classifies the actions into conventional citizenship and social-movement-related citizenship.

29 asks students if they have learned certain skill sets in school important for civic engagement, such as learning about the importance of voting and respecting opinions different than their own.

Attitudes

These sections ask students their attitudes and opinions towards their nation, fellow citizens, the government, and their schools. In Section 24, students are asked about their attitudes towards national identity and pride. These include both personal identification with national symbols, but also aspects of national protectionism and international influence. Section 26 and 27 both deal with attitudes towards rights for women, minorities and anti-democratic groups in Tanzania. Section 26 asks students what rights they feel these groups have while Section 27 deals with rights they feel they should have. Section 28 asks students' perceptions of the government and the relationship between the government and citizens of Tanzania. Finally, Section 33 deals with teaching styles in the classroom. It seeks to find out if students feel they are encouraged to form their own opinion but also have the opportunity to discuss and debate opinion in class.

Actions

These sections cover both current and future political engagement of students. Sections 16 & 17 ask students' involvement in organizations either at school or outside in the community, such as religious groups, sports teams and student government. It also asked how often students attended these groups as well as students' actions after school. Section 30 deals with if and with whom students discuss current events and politics as well as what forms of media they use for political information. Section 31 asks students what their current political actions are and Section 32 covers their expected political participation in the future as full citizens.

Rosenberg Self-esteem scale

The Rosenberg scale is a widely accepted and studied psychological 10 question Likert-type scale of quantifying self-esteem for analysis (Rosenberg, 1965). The scale itself has been translated into over 60 different languages and has been shown to be appropriate across cultures as a measure of self-esteem. Although the scale was not a part of the original IEA CivEd study, the purpose of including the Rosenberg scale was to test if there was a significant difference in self-esteem in students taking an English survey versus those taking a Kiswahili one.

4.3.3. Language

Because the language of instruction is a central and controversial issue in the Tanzanian education system, there was a need to understand students' language use and feelings towards both English and Kiswahili language use. Students were asked how often they use both English and Kiswahili at home, at school and with their friends. Language questions were also integrated into as many Likert-type item sections as possible, dealing with the influence of language on certain concepts or ideas.

4.4. Validity of the study

External validity, or the ability to transfer from context to context, is inherent in the design of the IEA CivEd instrument. It was created by an international, multi-cultural team and designed specifically to be as cross-cultural as possible for the countries involved (Torney-Purta, 2001; Schultz & Sibberns, 2004). Although the IEA CivEd instrument was not specifically designed for use in African nations, the topics covered in the instrument are also taught by the Tanzanian civics syllabus (United Republic of Tanzania, 2005). Adding questions about the specific Tanzanian context, especially regarding language use, added validity to the study by making it more applicable to the lives of the students involved. Additionally, having a fairly large sample size also increases the external validity of the study (Rea & Parker, 2005).

Utilizing an accepted survey instrument developed by a well respected international educational research institute also grants reliability to the research, as the instrument is a good measure of conceptions of democratic values and opinions (Rea & Parker, 2005; Bryman, 2008). While many criticize quantitative research for being too superficial, I still believe that this research provides the accurate and broad baseline dataset that it set out to achieve.

All investigation is inherently the researcher's "way of conceptualizing the underlying theoretical constructs on an empirical level" (Biseth, 2005, p. 55). However, research must also take into account those involved. Ecological validity is the measure of how the research is "applicable to every day, natural social settings" (Bryman, 2008, p. 33). As the study is focused on students' opinions and conceptions of democracy, rather than determining some definition of "good" democracy, it does have a reasonable measure of ecological validity. More importantly, the surveys were carried out in the classrooms in which students learn

civics, which places the research topics of the instrument in their proper educational context (Bryman, 2008). As discussed in the next section, there is often an ethical component to ecological validity in the social sciences, as research should benefit participants, rather than just the researcher. The schools involved will receive copies of this thesis as to allow direct application of the research by teachers and administrators to teaching methods, discussions on civic topics, etc.

4.5. Ethical considerations

In compliance with the Norwegian guidelines for research ethics in the social sciences (Nasjonale forskningsetiske komitter, 2006), there was great care taken to maintain the student participants' anonymity, rights as participants and respect towards the participants. Students were given a participant information form in order to inform them of the purpose of the study and their rights as participants, such as the ability to stop their involvement at anytime and how their identity will be kept confidential²³. My contact information and identification as a student at the University of Oslo were also present on the form. The students were also informed of their rights orally before handing out the survey. Confidentiality was heavily emphasized; students were told neither teachers, school officials nor anyone in the government would see their answers.

I did not collect any identifiable personal information from the students, aside from gender, age and their mother tongue language if other than Kiswahili. Although data was coded while in Tanzania, the first page writings were sealed until I returned to the US and the surveys themselves were destroyed. While the data set will be available to other researchers in order to promote the transparency and collaborative effort which is central to the scientific method, participants are identified by number in the data and no other identifiable information will be shared. I hope this data set and research will be used in the future by fellow colleagues and researchers, especially those in Tanzania.

I obtained research clearance²⁴ from the Tanzanian government on several levels of

²³ Please reference Appendix 9.1.

²⁴ Please reference Appendix 9.5 for copies of major clearances.

administration: The University of Dar es Salaam, The Ministry of Education and Vocational Training, Tanzania Institute of Education, Dar es Salaam Regional Administrative Office and the Ilala District Administrative Office. Additionally, I met with the headmasters and headmistresses of the participating schools to explain who I was, the purpose of the study, to answer any questions they had about myself or the study and to gain the approval of their school's participation. They were each given a copy of my research proposal and a copy each of the English and Kiswahili survey instruments for their records.

Finally, as a researcher has the obligation to report back their findings to their participants, the four participating schools, the University of Dar es Salaam and the Ministry of Education and Vocational Training will each receive a copy of this thesis as a final research report. As stated before, not only do I look forward to receiving feedback from students, teachers, administrators and fellow researchers in Tanzania, I also hope this research can be used as an aid to benefit the students and teachers involved with this research as well as policy makers and administrators in the Tanzanian educational system.

5. Observations

5.1. Demographic data

The gender distribution of the study was similar to mainland Tanzania. There were 144 (47.5%) males and 157 (51.8%) females, with 2 students (0.7%) not reporting their gender.

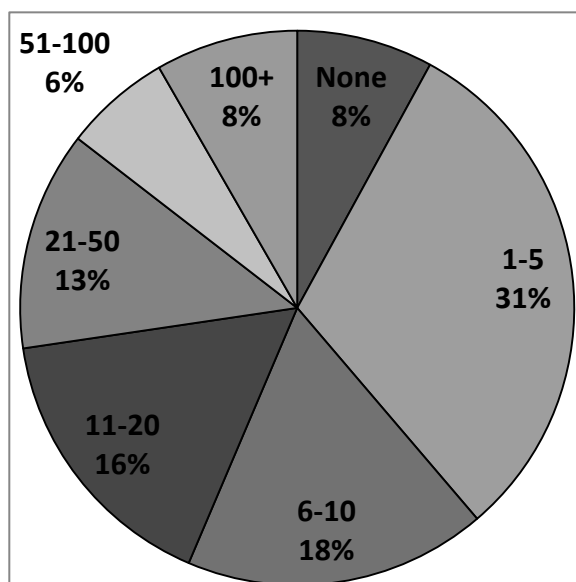


Figure 5.1: Number of books in the home

According to the Tanzanian National Bureau of Statistics, the national population of mainland Tanzania consists of 16.4 million (48.9%) males and 17.1 million (51.1%) females²⁵. Year of birth ranged from 1989 to 1995, with the most common years 1992 and 1993, making up almost 60% of the participant population.

An accurate measure of socioeconomic status is often difficult to determine when surveying students, but there were still several questions hoping to determine, at least superficially, the socioeconomic demographics of the surveyed

student population. In addition to being an indicator of socioeconomic status, electronic media can also be a key component in non-formal civics education. 92.7% of students responded their family owned a radio at home, while only 83.7% responded their family owned a television. This is more than double the Afrobarometer survey results of 36% of urban residents stating they owned a television (REPOA, 2009). This may be a result of a higher percentage of well-to-do families being able to send their children to secondary education.

²⁵ December 2009. Tanzanian National Bureau of Statistics. "Tanzania Mainland in Key Statistics" Available at: <http://www.nbs.go.tz>

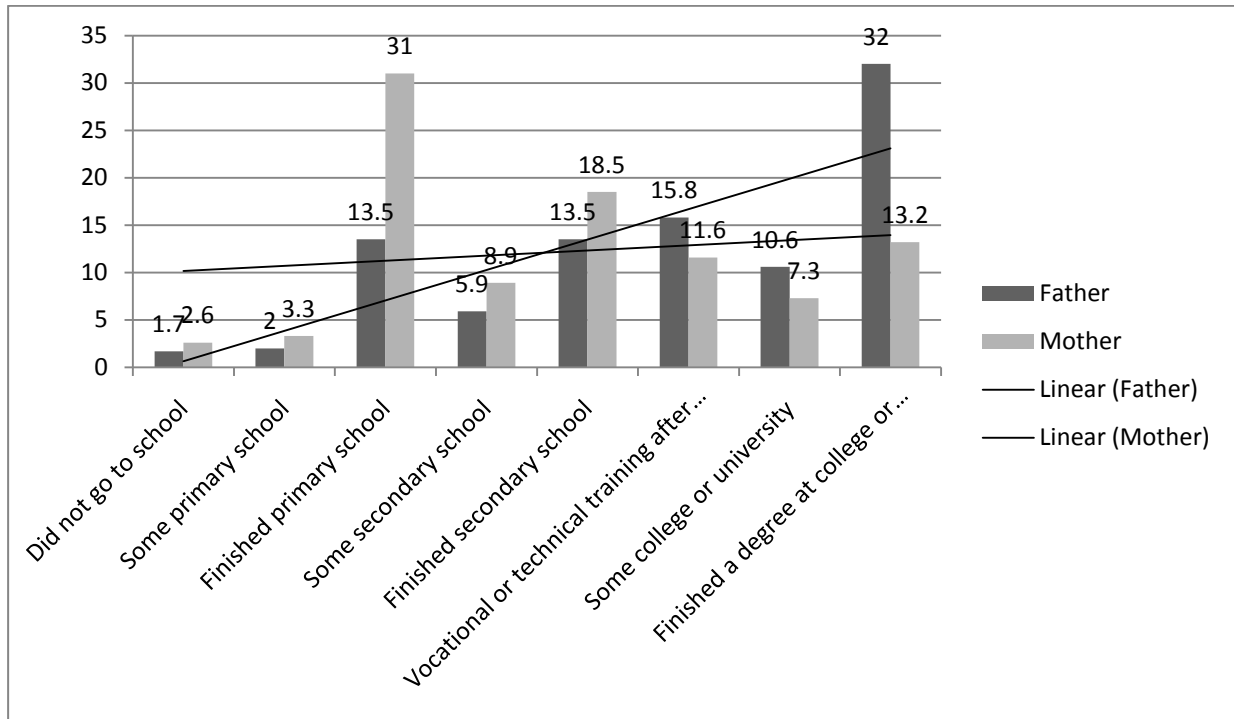


Figure 5.2: Highest educational level achieved by either parent

Additionally, as described in the Methods Chapter, the number of books in the home was used as an indicator of socioeconomic status. Figure 5.1 shows well over half of the students surveyed have less than 20 books in their home, around 30% have 21-50 and only 14% have over 51. It is worth noting, however, while three of the schools had means within .25 of 3.0 (equaling 6 -10 books at home) with similar standard deviations, one school had a mean of 4.0 (11 – 20 books).

In Figure 5.2, students are much more likely to report their fathers had achieved a higher level of education as compared to their mothers, who are more evenly distributed across education levels. There is a much higher rate of gender inequity reported by students than either by the statistic or Afrobarometer data (REPOA, 2009).

While Figure 5.2 shows a majority of students reporting their mothers only finishing primary or secondary schools, a similar majority reported their fathers finishing secondary or university. This is in contrast to both ABM and the national statistics, which report a fairly

equal percentage of enrollment and completion for men and women²⁶.

5.1.1. Significant demographic correlations

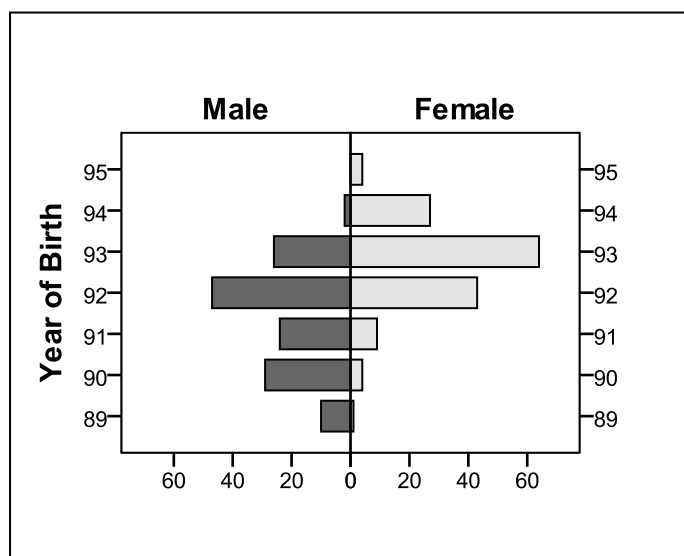


Figure 5.3: Age distribution versus gender

As shown in Figure 5.3, there is a significant difference in age distribution between males and females ($r = .50, p < .01$). Although the mean age for males is 91.4, the mean age for females is 92.7, a difference of a year and a quarter. Any significant relationship between gender and another variable could, in theory, be prejudiced by the effects of age as well. For example, differences in student support for equal pay for women and men could be because of gender, but

because of the difference in age between gender samples, this difference may also be because of age. Therefore, this influence was taken into consideration when determining the possibility of significant relationships of both age and gender.

Although this does not always occur and variables have their own independent correlations, the partial correlation test show in Figure 5.3 shows this is the case for the relationship between gender and both mother's and father's education level. While age has a significant relationship with parental education level, when controlling for age, gender does not.

Females report their parents achieved a higher level of education than males (males: mother's education level: $m=4.29$ ($SD=2.08$) and father's education level: 5.39 (2.18) / females: 5.05 (2.19); 6.68 (1.79), but there is no significant relationship present.

²⁶ The Afrobarometer 2009 report showed that 59% of women and 55% of male respondents finished primary school. However, only 17% of women report they finished at least some primary school compared to 24% of men (Afrobarometer 2009). The EFA 2009 Report lists the transition from primary to secondary school at 47% for men and 45% for women, with the gross enrollment rates for secondary to be 7% and 6% respectively and tertiary at % and 1% (EFA 2009).

		Gender	Gender c/f Age	Age	Age c/f Gender
Mother's education level	$r =$	.205	-.017	.418	.373
	$p <$	.009	.833	.000	.000
Father's education level	$r =$	.322	.105	.468	.371
	$p <$	.000	.187	.000	.000

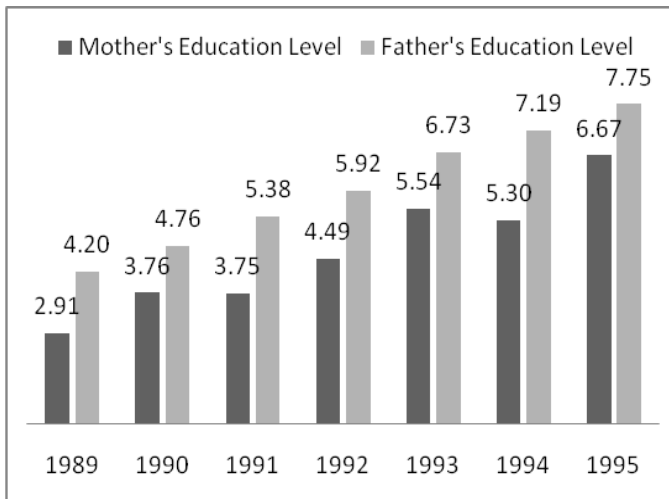


Figure 5.4: Age distribution versus parents' education level

The age of the student, on the other hand, does have a significant relationship with how far their parents went in education. As shown in Figure 5.4, the younger the student, the higher their parent's education level. There could be many reasons for this relationship. One such reason may be that higher educated parents have the resources to support their child's education, including paying school fees so students do not have to take time off, which poorer students sometimes must. Additionally, there is also a strong correlation between father's education level and mother's education level ($r=.601, p<.01$).

5.1.2. Language demographics

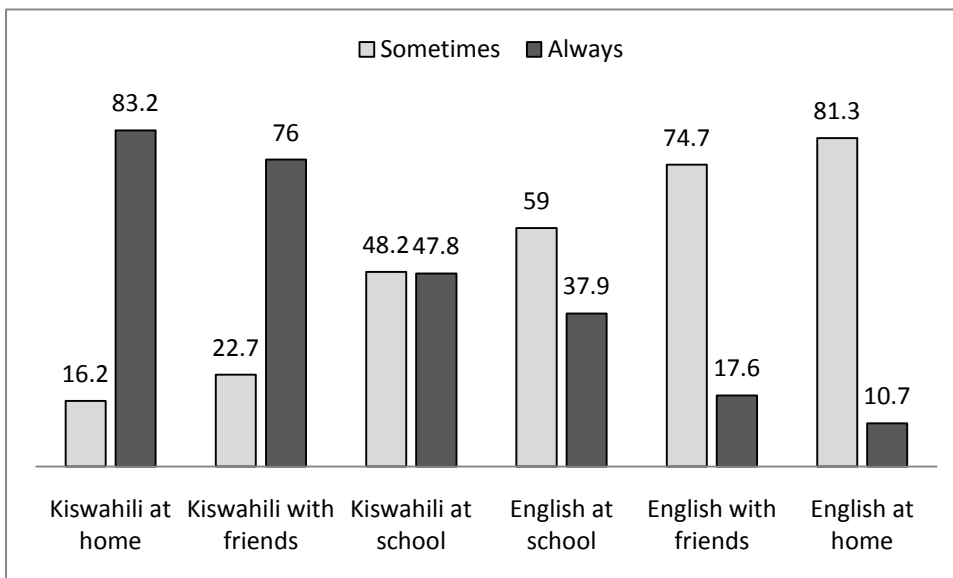


Figure 5.5: Language use in micro environments

At home and with their friends, the students use Kiswahili most often with some English use. More surprising, however, is language use in school. Although English is the official medium of instruction, only 37.9% of students say they always use it

while 47.8% say they always use Kiswahili. There are strong positive relationships between

speaking English or Kiswahili (i.e. students who use a language at school home, school or with friends are more likely to use the same language in all other aspects of their lives). As will be shown later, language use has a strong relationship with media use and civic discussion.

5.2. Concepts

5.2.1. Students' personal concepts of good democracy

Free elections	95.1
Express opinions freely	92.8
Young people help	88.4
People demand rights	87.8
Support women leaders	86.8
Newspaper free of gov control	79.9
Peacefully protest	68.7
All media present the same opinion	64.7
Unfair laws to women are changed	64.7
People participate in pol parties	59.1

Figure 5.6: Percent of students who stated factor is "good" or "very good" for democracy

Pol leaders give jobs to family	88.8
Gov influences judicial system	82.9
One company owns all newspapers	77.9
Gov critics are banned from speaking	75.9
Wealthy have more influence on gov	68.3

Figure 5.7: Percent of students who stated factor is "bad" or "very bad" for democracy

When asked about possible situations which could positively or negatively affect a democracy, students had the strongest support for free elections and freedom of expression. However, almost 65% of students reported they feel newspapers should all give the same opinion. Also of note, while almost all students reported support for the importance of free elections, only 60% say citizens participating in political parties are good for democracy and almost 30% stated it was bad for democracy.

Students had a very strong opposition towards various symptoms of political corruption and label them as bad for democracy. The top five situations have historically plagued Tanzania, so it is little wonder students are quite aware of the negative consequences to not only good governance and democracy, but economic and other public spheres. It is reassuring to see students are very critical about public dissent being quelled by the government and have strong support for allowing dissenting voices to be heard.

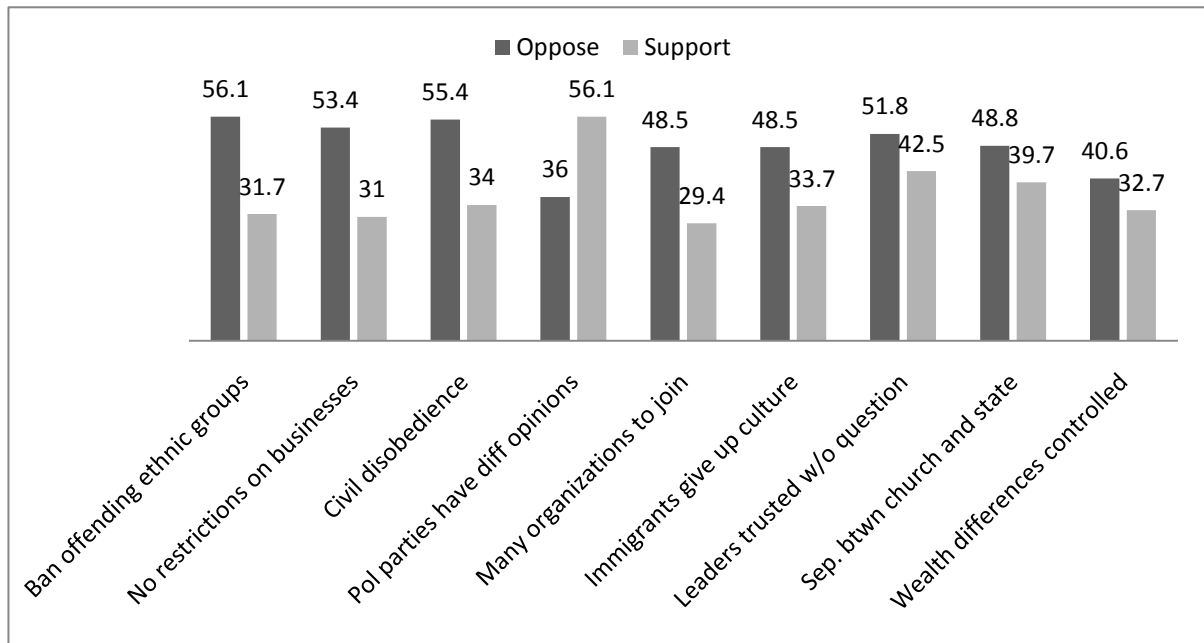


Figure 5.8: Percent of students stating factors are either good or bad for democracy

It is interesting to note to which situations students are somewhat split in their support and opposition. About half of students opposed banning newspapers from publishing stories that may offend ethnic groups, which may reflect Tanzania's relative ethnic equality. Although there has been historically very little ethnic strife in the country, students may also support insuring an offensive incident would not set off any violence, such as seen in Kenya after the elections of 2008.

The split over immigrants giving up their culture may be connected to the great diversity in Tanzania of different ethnic, linguistic and cultural groups all forming a cohesive country. Dar es Salaam is a buzzing, modern metropolis with many foreigners, so students would be accustomed to seeing, living and working aside outsiders of many different cultures. Nevertheless, especially in Dar es Salaam, there is a segregation between the wealthy and poorer immigrants to the city, so it is understandable some students would want them to integrate to a larger degree than they currently do. As religion plays a large role in the lives of all Tanzanians, so this may account for the fact there is relatively weak support for the separation of church and state.

Finally, as discussed in the previous chapter, Tanzania has the highest level of institutional trust of any African nation according to the latest round of the Afrobarometer (2009), but with

the ever growing concern over corruption, it is interesting and significant to see trust in unquestioned leaders is waning among younger urban students. Clearly, young people are starting to understand the importance of accountability in governance and with the ever growing civil society in Dar es Salaam, hopefully this will lead to more engagement.

5.2.2. Students' personal concepts of good citizenship

Works hard	96.7	Is patriotic and loyal	89.5
Obeys the law	96.4	Respects for gov officials	88.4
Votes in every election	95.4	Serve in the military	83.5
Protects environment	93.8	Promotes human rights	76.9
Benefits community	93.4	Peacefully protests	76.6
Knows country's history	91.5	Discusses politics	73.9
Follows political issues	90.4	Joins a political party	71.3
		Ignore a bad law	58.4

Figure 5.7: Percent of students who stated factor is "important" or "very important" for good citizenship

All of the concepts, except one, were deemed at least somewhat important to good citizenship by over 70% of the sample population. Of those items with over a 90%

agreement, they include actions involving personal

involvement, such as working hard, being educated on issues, benefiting your local community and obeying the law. Although they are still considered important to a large majority of students, more public forms of citizenship (such as protesting, serving in the military or joining a political party) do not have as much support. The major outlier was "...a good citizen would be willing to ignore a law that violated human rights," with only 58.4% of students reporting it was either somewhat important or very important. As will be also shown later in the chapter, although Tanzanian students agree peaceful protest is a useful tool in a free democracy, they are much less supportive of illegal forms of protest.

5.2.3. Students' personal opinions government responsibility

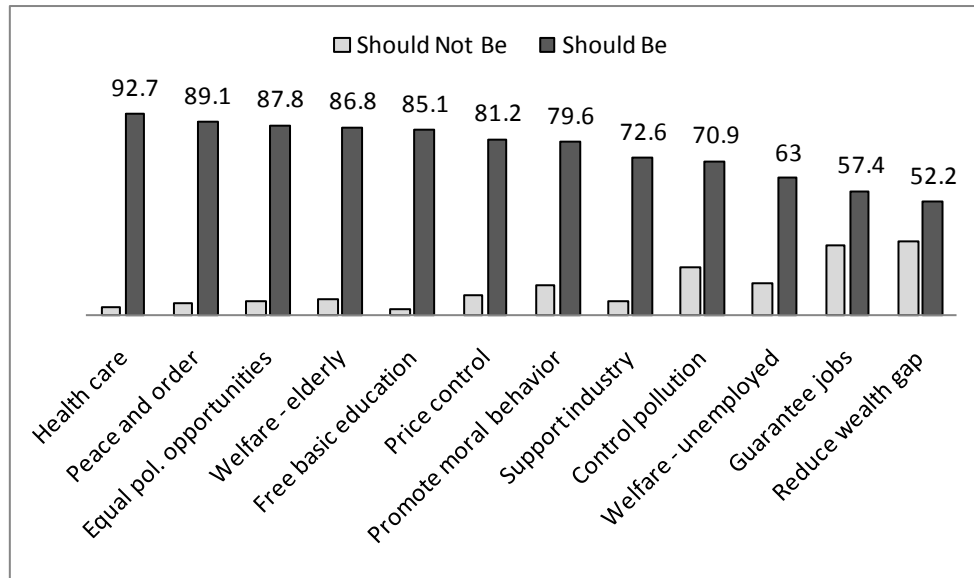


Figure 5.7: Percent of students who stated factor should or should not be the government's responsibility

The concepts students believe are the most important responsibilities of government follow the 'Concept of Society-related Government Responsibilities' scaling found in the original IEA study (Torney-Purta et al., 2001). Students surveyed place the role of government in maintaining social order and protecting its citizens rather than controlling industry and the economy. This is interesting for two reasons. First, it is a clear indication students who have come of age after the early 1990's change towards multi-party politics and free market capitalism have a different view of the government's role in economic industry as compared to the socialist ideals of Nyerere but still retain the conception that government should be responsible for social wellbeing. However, students are still very supportive of the government providing basic social services such as education and health, rejecting the notion of cost-sharing and privatization brought in by the World Bank and others during the transition to capitalism.

Secondly, also reflecting this change, given Tanzania has an unemployment rate of 11.7%²⁷ (in light of the fact the country is estimated to have the 30th largest workforce in the world²⁸), it is interesting these young Tanzanians do not feel as strongly the government is responsible for their economic future. However, this is somewhat analogous with the ABM surveys of Tanzania. Citizens of all age groups show an exceptionally high degree of support for economic reform policies such as market pricing and user fees but still maintain a strong desire for the State to play a role in sustaining social services such as education and health (Chaligha et al., 2003; Afrobarometer, 2009; REPOA, 2009).

5.3. Attitudes

5.3.1. Students' attitudes towards national identity

Tanzanian students learn about the national symbols of unity in civics education classrooms, so there is little surprise the flag and national anthem are important aspects of personal and national identity. Overall, this section paints a picture of students who have great love and admiration for their country, but on a personal level rather than an international economic or political level. This is somewhat understandable as they have not had as much exposure to these issues as they have national economics and politics. Interestingly enough, however, even though there was strong support for being alert to outside threats to political independence and threats to outside influence of culture, only 59.4% of students agreed with the statement "We should prevent other countries from trying to influence political decisions in Tanzania." This may be because of the extent to which outside donors influence the politics of their country has made a mark on the civic knowledge of these students. This is very important to note for future discussions on the future of aid and donor relations in Tanzania.

²⁷ Komba, Ladis (2008, September) Background Paper: Building Coherent Employment and Growth Strategies: Lessons from Tanzania. Speech presented at the *International Workshop on Promoting Decent Work in Africa* in Monrovia, Liberia. Available at: http://www.ilo.org/integration/events/events/lang--en/WCMS_100860/index.htm

²⁸ 2008 estimates from the United States' CIA World Factbook place the current labor workforce at 21,060,000, making it the 5th largest in Africa (after Nigeria [10th], Ethiopia [15th], Egypt [22nd], DRC [26th]). Full ranking available at: <https://www.cia.gov/library/publications/the-world-factbook/rankorder/2095rank.html>

I have great love for my country	95.7
The flag of Tanzania important	92.7
The national anthem is important	91.4
I am proud to speak Kiswahili	90.7
Foreigners should learn Kiswahili	88.5
Tanzania deserves respect	85.2
Stop threats to pol independence	80.2
Tanzania should be proud of achievements	78.2
Stop outsiders from influencing culture	78.2

Figure 5.8: Percent of students who stated they agreed with the statement presented

Despite the strong personal nationalism and support for Kiswahili, students also reported a high desire to become more international. Their answers were mixed on whether they would like to speak English instead of the national language: 50.2% said they would

prefer to speak English, while 43.9% disagreed. This could be because students

also feel it is difficult to get a good job when they are an adult without English skills. Additionally, English language skills may aid in the possibility for mobility: 67% of students said they would like to live in another country with only 25% saying they would not. A few students even went as far as writing in the margins where and why they would like to move, such a student who said she had aspirations to move to India to become a doctor.

When asked if they should support the country, even if it was doing something wrong, 72.9% disagreed. This contradicts other results where students feel citizens should obey the law, even if they are opposing human rights. This illustrates that while some students feel they should work towards legal means of changing a law they feel is unfair, they should always obey the law. This again supports the idea that while most Tanzanians are still relatively uncritical citizens, young people in urban areas are becoming much more critical of the corruption that plagues the political system.

5.3.2. Students' attitudes towards human rights

Opportunities Tanzanians do have

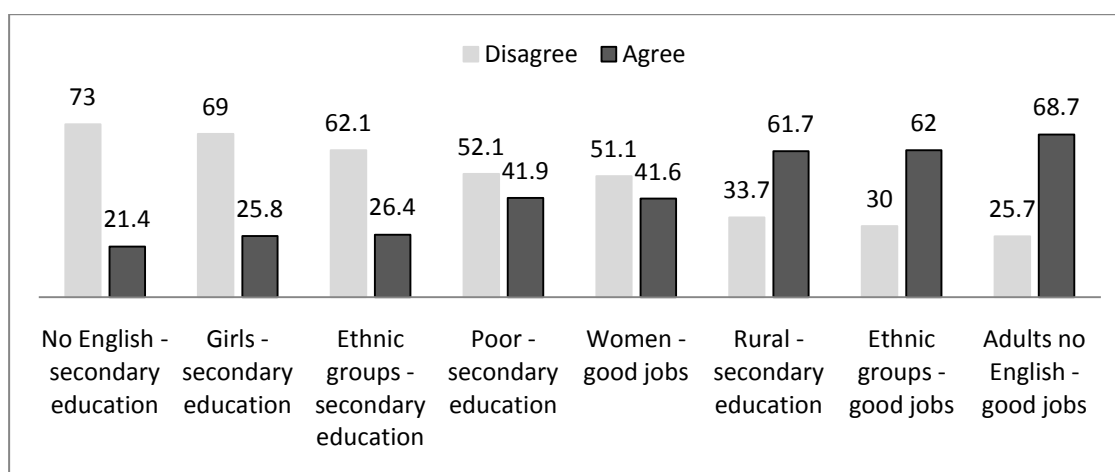


Figure 5.9: Percent of students who stated that certain Tanzanians have opportunities that others do not

Students view money and geographic location as the biggest hindrances to education. While the advantages of coming from a family of high socio-economic status are obvious, geography can also play a large role in determining academic success in Tanzania. It is not only harder to convince teachers to move to rural areas to teach, rural schools often lack materials and administrative or economic support as compared to urban schools. A secondary school may be many miles away, leaving students little time when at home to do chores and finish homework. Although transportation in the city is often unreliable²⁹, it is still often easier to get to school in the city than in the rural countryside.

Students do not feel a lack of English skills would hinder getting a good secondary education, but a similar percentage feels lacking English skills would hinder getting a good job in the future. This may be a reflection of their own experiences with English fluency and navigating the educational system or how jobs requiring English language skills are labeled “good” as opposed to those jobs that do not.

²⁹ Students only have to pay 100tsh instead of the normal 250tsh, so daladala drivers often refuse to let students

Finances were also a major problem in being able to achieve a secondary education. Although only 41.9% of students agreed with this statement, it may be because their families are obviously well off enough to send them to school. However, it still remains a large problem in Tanzania.

Opportunities Tanzanians should have

This section, the rights of three main groups are discussed: women, ethnic groups and anti-democracy groups. As described in the contextualization chapter, equal rights for ethnic groups are generally supported in Tanzania. This is strongly reflected in the students’ responses. While students feel all ethnic groups should have equal chances for employment (81.9%), as the previous section showed, they do not feel this is the reality. Equally, rights for women are also strongly supported by the students.

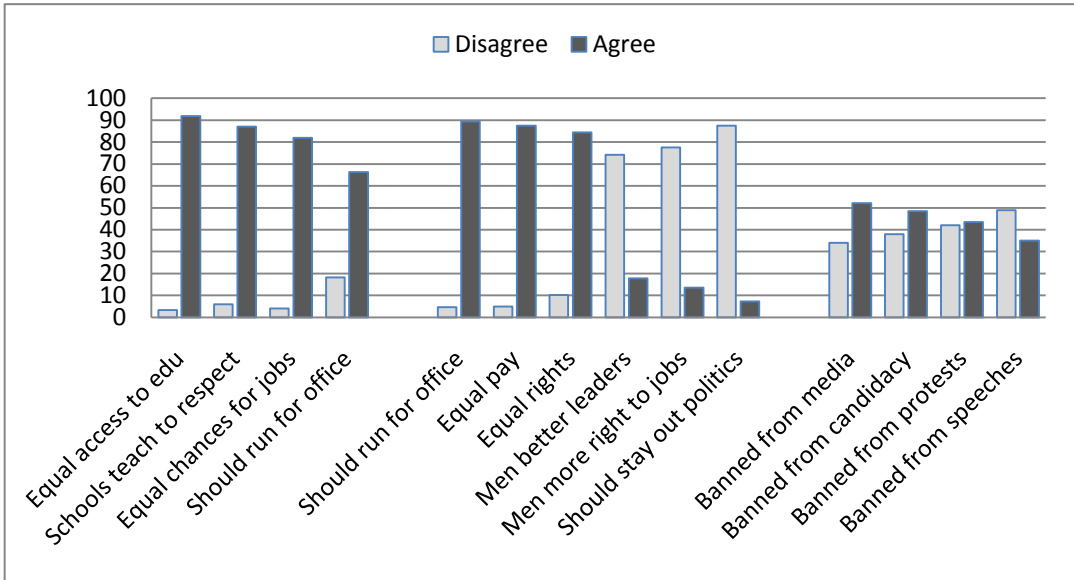


Figure 5.10: Percent of students who agree or disagree with statements regarding the rights of ethnic groups, women and anti-democratic political groups

However, when it comes to the free speech rights for anti-democracy groups, students are much less supportive. Students are almost evenly split in their support for anti-democracy groups being banned from talking about their ideas in media (34.0/52.1 disagree/agree), from

on their vehicles when they can fit other passengers, thus making more money. It is difficult enough to find a spot during rush hour, so students often have to wait hours, sometimes having to resort to walking home.

organizing peaceful demonstrations (42.0/43.5), from running for political office (37.9/48.5) and from making public speeches (48.9/35.0). As shown before in this chapter, Tanzanian multi-party democracy is still young and very delicate, so many feel threats to stability are to be avoided, even at cost to free speech rights.

5.3.3. Students' perceptions of the relationship between government and themselves

	Disagree	Agree
Gov do business in Kiswahili	9.6	80.6
Politicians forget voters	10.9	80.5
I have something to say about politics	18.2	71.9
I can understand politics easily	18.2	69.6
Few people have political power	21.5	65.3
I am interested in politics	22.4	64.7
Gov leaders don't care about citizens	26	63.1
Gov tries to find out what citizens want	25.7	63
Gov listen when people get together	25.7	58.4
I can express my opinions in English	44.6	43.6
Gov cares about what people think	39.6	41
Know more than people my age	46.5	38.3

Figure 5.11: Percent of students who agree or disagree with statements regarding their connection between government officials or political knowledge

Compared to other concepts covered in the research instrument, answers in this section were somewhat more divided in students' opinion. The only two statements showing over three-quarters agreement were regarding the government doing all business in Kiswahili so people can understand and politicians quickly

forgetting the voters that elected them. Around 70% of students agree they can not only understand politics

easily, but they have strong opinions on politics and when someone is discussing politics, they have something to say. 64.7% agree they are interested in politics. However, only 43.6% feel they can express their opinions on politics clearly and easily in English. This is problematic for civics education if the language of instruction is in English. If students cannot express their opinions in English, how are they supposed to debate and learn about these issues in class? Additionally, even though Kiswahili is the most common language of discourse in Tanzania, there is an advantage to speaking both languages, as news stories or government documents are sometimes reported differently in English versus Kiswahili (Mkwizu, 2005; Brock-Utne, 2006).

As for the connection between the government and the citizenry, results are seemingly contradictory. While 63% of students agree the government does not care about citizens, 41%

agree they do care and 63% say the government tries to find out what citizens would want.

5.3.4. Students' perceptions of their classrooms

Classroom learning

Section 29 deals with what students have learned in the classroom. All 8 items were agreed upon by over 75% of the students, with 5 items with over 86%. Most highly reported was learning to cooperate in groups with others (93.4%). Students report learning how to understand people with different ideas (88.7%), but as the next section will show, only around

Co-operate and work together in groups with	93.4
Understand people who have different ideas	88.7
Contribute to solving problems in the	88.4
Act to protect the environment	88.1
Be a patriotic and loyal citizen of Tanzania	86.1
Express myself well in English	82.5
About the importance in voting in national and	80.6
Be concerned about what happens in other	76.9

Figure 5.12: Percent of students who agreed or disagreed with statements regarding what they have learned in school

70% of students report experiencing this in the classroom first hand. Over three-quarters of students report that they have learned to be concerned with what happens in other countries.

It is interesting to note the differences of student responses within the same survey (Figure 5.13). Only 80.5% of students say they have learned about the importance of voting in elections, but 95.4% rate it important to good citizenship. Approximately 87% say they plan to vote in national and local elections when they are able. Similarly, 88.4% of students say they have learned about the importance of helping their communities, but 93.4% note it as important to good citizenship. 90.1% of students say they will probably help out in their community as students

currently or within the next few years. Obviously, it is important not to underestimate the educational potential of the environment outside out the classroom.

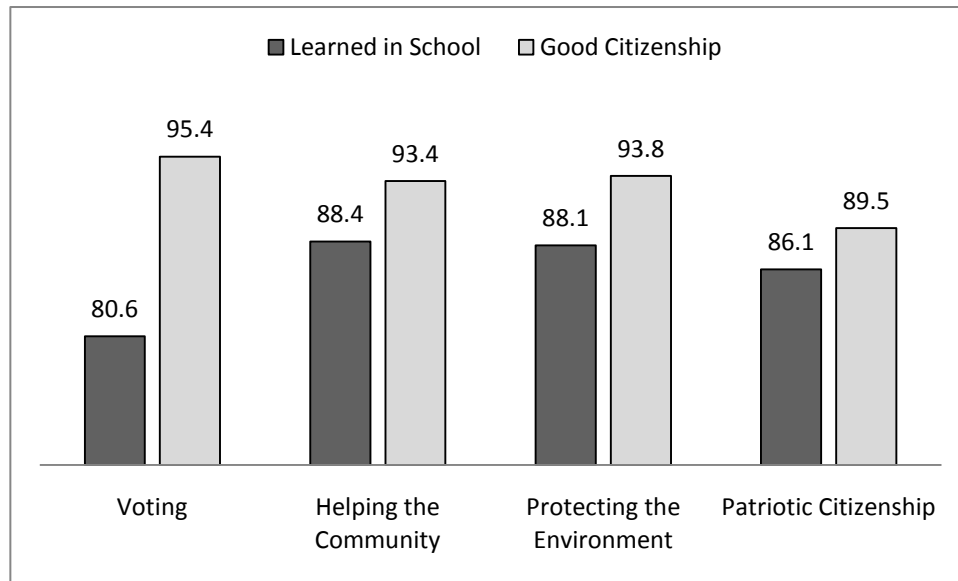


Figure 5.13: Comparing what students report learning in school and what they feel is important for good citizenship

Classroom teaching methods

Section 33 dealt with students' perceptions about what happens inside of their classrooms, specifically regarding teaching methods. As this section had a larger number of variable questions as compared to others, factor analysis was used to reduce the data into more understandable components to measure student perception of their classrooms. Six factors emerged: Respect of Student Opinion, English Use and Memorization, Current Events, Critical Thinking, Kiswahili Use and Notes & Lectures (see figure 5.14). English and memorization focuses on students' inhibitions to participate because of English language skills, through actively speaking up in class and by memorization of facts and figures, both observed by previous studies of the pedagogical implications of English LOI in Tanzania (Roy-Campbell, 2001; Mwinsheikhe, 2001; Mkwizu, 2002; Kwaa Prah, 2003; Brock-Utne, 2006; Brock-Utne, 2007; Topan, 2008; Mwinsheikhe, 2009; Swilla, 2009). Despite these previous observations, students are mixed in their reporting of the negative consequences of English LOI. This could be attributed to apprehension over criticizing the school system or these events simply do not happen to the students surveyed. Almost 60% of students said teachers only rarely or never punish students for not speaking in English.

Memorization variables were split 40% never or rarely to 50% sometimes or always. This is also somewhat contradictory to both civics textbooks and civics exams studied, but many

students may find it normal that memorization is the most commonly used method of learning in Tanzania. Again, this paper is not attempting to find cause, but only explore student opinion.

	1	2	3	4	5	6
Teachers place a great importance on learning facts or dates	0.803	0.072	0.007	0.062	0.118	-0.155
Teachers respect our opinions and encourage us to express them	0.708	-0.056	0.049	0.055	-0.237	0.164
Students are asked their opinion on issues	0.645	-0.012	0.358	0.090	-0.083	0.230
Students feel free to express their opinions in class	0.560	0.017	0.150	0.018	0.165	0.197
Teachers present several sides of an issue when explaining it	0.493	0.250	-0.056	0.272	0.394	-0.083
Teachers punish a student for not speaking in English	0.135	0.721	0.022	0.180	0.087	-0.003
Teachers require students to memorize dates or definitions	-0.010	0.681	0.361	0.035	-0.295	-0.275
Students do not speak up because they can not speak English well	-0.379	0.596	0.020	0.027	0.200	0.111
Memorizing dates and facts is the best way to get a good mark	0.135	0.507	-0.082	-0.215	0.381	0.308
Students bring up current issues of discrimination or human rights	0.140	0.122	0.802	0.125	-0.006	0.206
Students bring up current political events for discussion in class	0.112	0.045	0.777	0.177	0.210	-0.111
Students feel free to disagree openly with their teachers	-0.015	0.059	0.061	0.834	0.028	-0.064
Students are encouraged to make up their own minds about issues	0.143	-0.040	0.272	0.608	-0.015	0.231
Teachers encourage us to discuss political or social issues	0.183	0.439	0.120	0.543	0.051	0.026
Students speak in Kiswahili when working in groups	-0.091	-0.036	0.164	-0.105	0.817	0.005
Teachers will use Kiswahili to get a point across	0.109	0.212	-0.003	0.273	0.472	0.044
Teachers lecture and students take notes	0.039	-0.008	-0.042	0.035	0.110	0.847
Students work on material from the textbook	0.222	0.046	0.328	0.100	-0.130	0.521
Extraction method: Principal Component Analysis. Rotation method: Varimax with Kaiser Normalisation.						
Total variance explained: 59.8%						

Figure 5.14: Factor analysis of indicators of classroom environment

Notes & lecture, similar to the Memorization category, deals with teachers simply lecturing and students taking notes or doing work out of textbooks. Unlike the previous category, however, this has the highest mean of all six factored categories. 78% of students report they sometimes or always do work out of textbooks and 85% report teachers lecture while they take notes. This has an important implication for the next few categories because even though teachers may respect and encourage debate amongst differing opinions, it is important to remember they may only have a small amount of time to devote to each class period to these debates.

Current events encompasses more than simply discussion of current events, but more specifically, events and topics students bring to the classroom. This again has a mixed

response from students, but generally on the positive side. This is somewhat unsurprising, as even teachers themselves find it difficult to explore events and topics are not strictly addressed in the teaching curriculum because of time, lack of training or other constraints³⁰. However, the somewhat large standard deviation does point to a good number of students (46% of students for each variable) who state they are allowed to bring topics relevant or current to class for discussion either sometimes or always.

Critical thinking concentrates on students' ability and teachers' encouragement of critical thinking and debate within the classroom. Although it is somewhat mixed between rarely and often, students' reports of these opportunities are generally positive. Almost half of students agreed they can at least sometimes openly disagree with their teachers on issues, while 61% stated their teachers encourage them to make up their own minds on issues. 73% felt free to express their opinions even if they might be different. While observing a civics classroom while on fieldwork, I personally observed students openly disagreeing with each other, while the teacher herself did not side herself with either argument, forcing her students to debate their feelings. Although some students struggled with expressing themselves fully in English, a good majority of students felt encouraged to participate and make themselves heard.

Respect of opinions is a very similar category, dealing with respecting difference of opinion. This has a slightly higher mean than the previous category, but again, a positive outlook towards opinions and debate in the classroom. Over three quarters of students reported their teachers respect their opinions and encourage them to express them, while over 70% stated they feel free to express their opinions in class, even if they are different.

Kiswahili use is fairly high with 68% of students reporting that they use their native tongue while doing group work and three-fourths of students reporting that their teachers code-switch to Kiswahili when trying to get a point across that may be difficult to explain or understand in English. Again, these actions have been observed in previous studies (Mkwizu, 2005; Mwinsheikhe, 2001, 2009; Brock-Utne, 2007) and by my own personal experiences through informal observation within the classrooms surveyed.

³⁰ Personal interviews, October 2009

5.4. Actions

5.4.1. Students' involvement in organizations

Only 7.7% of students (23) reported that they were not involved in any organization or group. The highest reported involvement was in sports teams (46.9%), religious groups (43.9), student government (35.3) and groups involved with protecting the environment (29.4). Ethnicity-based group involvement was the lowest reported (5.3%). It is also interesting to

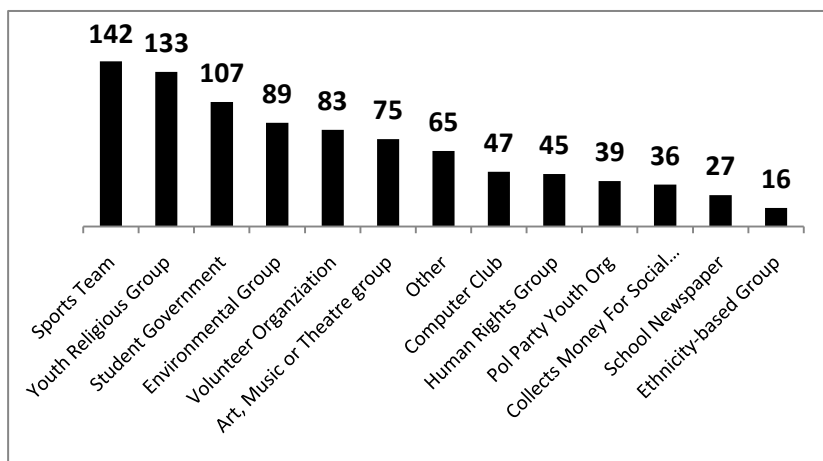


Figure 5.15: Number of students participating in various organizations both inside and out of the school environment

note the low position of involvement in political party-affiliated youth organizations. This is most likely caused by Tanzania's long history of single-party politics, but it will be interesting to see if,

alongside the prominence of other major political

parties like CHADEMA and the CUF, involvement of young people in political party politics will rise as well.

However, the broad positive effects of group membership are more effective when the student attends regularly. Of those students who reported being a member of at least one group (over 92%), only 9.8% say they never attend meetings or activities for these groups. More importantly, 33.4% attend at least a few times a month and 56.8% attend at least a few times a week. This is over 80% of the student population surveyed. Although civics education studies often focus on non-formal instruction, clearly, there is an opportunity for educators to work with these already established groups and inter-personal relationships between group leaders and students to further cement lessons learned in the classroom.

5.4.2. Students' participation in political discussions and media use for political information

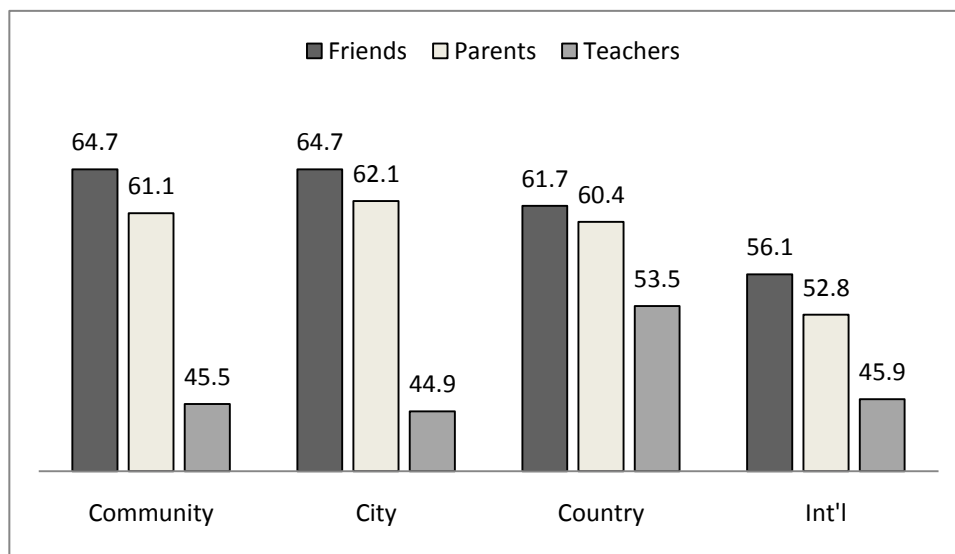


Figure 5.16: Percent of students who report discussing issues pertaining to a certain environmental sphere with different individuals or groups.

Students clearly feel more comfortable talking around their friends and family. They are much more likely to discuss the news of their local community, the city of Dar es Salaam and national news with their family. As these students are still teenagers and young adults, they may just want to talk to their friends more while in school, which is quite normal for students from all countries to do. They are most likely to discuss both city and national news with their friends and international news with their teachers. When students do talk with their teachers, they are most likely to discuss a national issue, which matches the civics curriculum. Although teachers do bring in issues that are affecting the local community, they are most likely to teach about national politics and less likely to stray from the curriculum. This may be because of time constraints, LOI challenges, or just simply preference for talking about wide-reaching national issues, which students may not be able to talk about at home.

5.4.3. Students' expected future political participation as full citizens

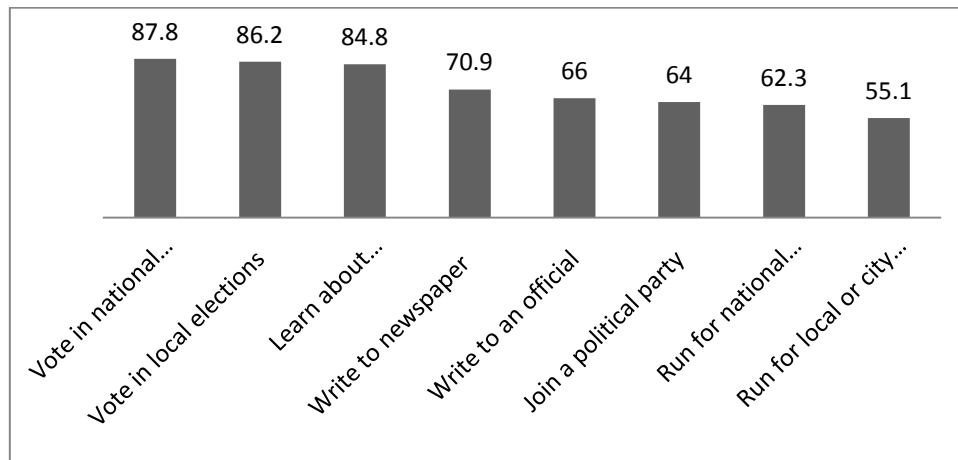


Figure 5.17: Percent of students who report currently engaging in certain political actions

In this section, students are asked about their intentions for future political participation. Figure 5.17. shows there is a significant distinction between actions related to voting and other actions. Again, those actions which required less personal investment received greater support from students.

5.4.4. Students' current political participation

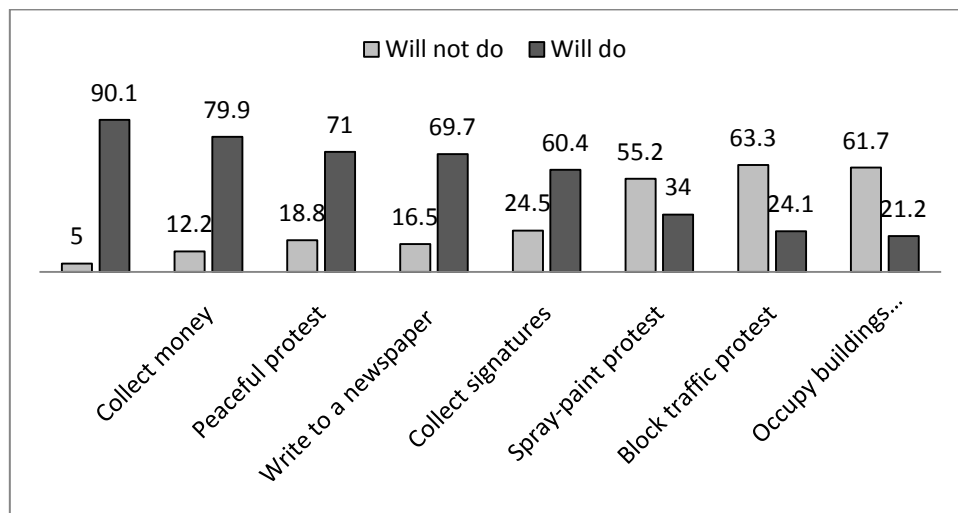


Figure 5.18: Percent of student who reported planning to engage in certain political actions as citizens

In this section, students were asked what they currently or think they may do in the near

future regarding certain aspects of political participation. As shown in Figure 5.17 and Figure 5.18, there is a clear divide in student support between legal, conventional forms of participation and illegal forms of protest, which is discussed further in the next chapter.

5.5. Rosenberg Self-esteem scale

The overall average score was 3.3292 with a standard deviation of .40192. This is a fairly high score of self-esteem, with a score of 4 being the highest possible. The original purpose of including the Rosenberg scale was to test if there was a significant difference in self-esteem in students taking an English survey versus those taking a Kiswahili one. This failed to be the case. There is a possibility this may be because of the large variation in sample size between groups.

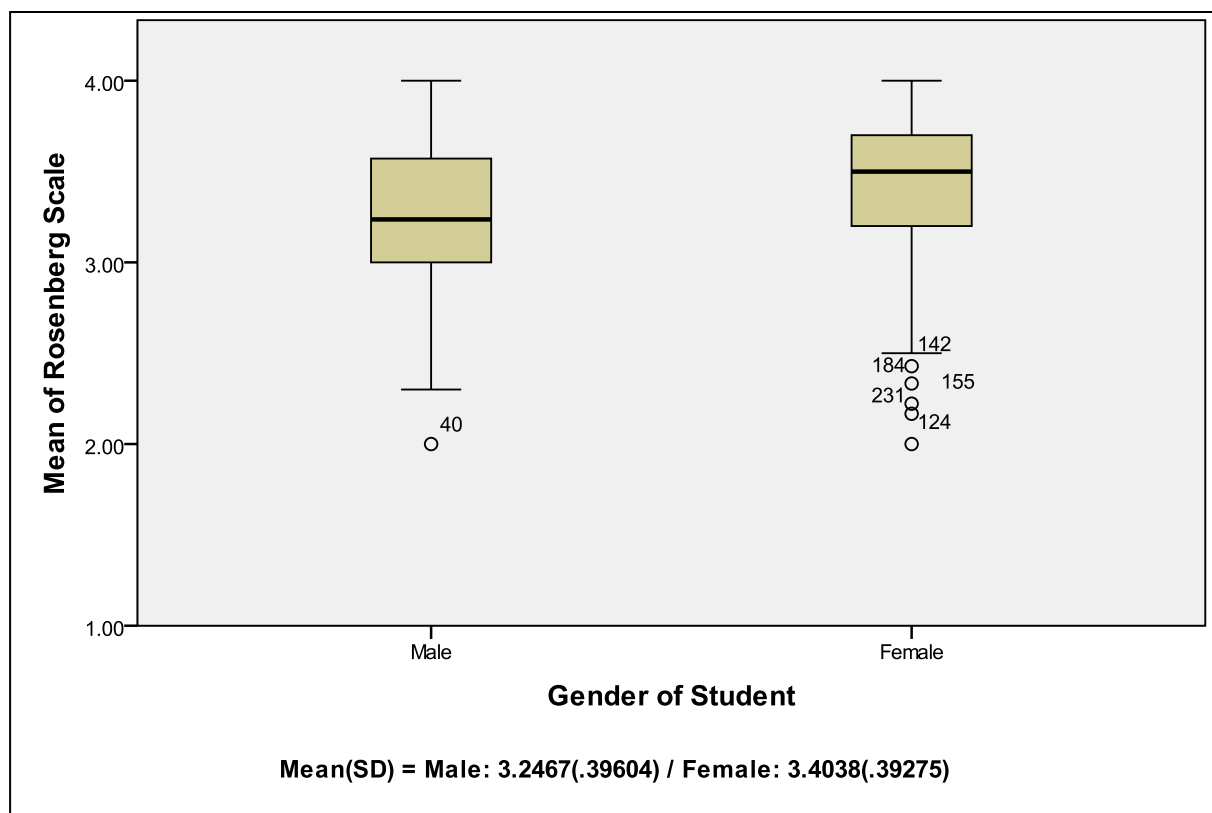


Figure 5.19: Rosenberg Scale mean distribution by gender including outlining cases

There was a significant difference, however, between the measured self-esteem of male and female students. Shown in Figure 5.19, males had an average SE score 3.2467 and females an average SE of 3.4038. Although female students had a smaller range of scores, there were more female outliers than with those male students surveyed. There could be many

explanations of why there is this difference between gender and warrants further research into the topic.

6. Discussion

6.1. The classroom environment

6.1.1. English language of instruction

As the third research question takes into consideration the influence of pedagogy on the conceptions of democracy, the next sections will discuss this in regards to the theoretical framework outlined in chapter 2. While the original intention of this research was to look at the influence of language on student responses, as discussed in the methodology chapter, that was found to be unrealistic with a study of this size and of such limited resources and, more profoundly, because of students' varied ability with English language use. This in itself is telling about how the language of instruction and other English language use within the classroom affects both communication between student and teacher and consequentially the education of the students.

Not to discredit any results discussed in this section, but the reader must look at the following relationships with the caveat that may otherwise influence the validity of such results. First is the great disparity between sample sizes. There were 83 English language tests taken while there were 220 Kiswahili tests. Secondly is language fluency. The language fluency of the students greatly affects the survey data. Students were randomly assigned either an English or Kiswahili survey, but were allowed to switch if they felt they would not be able to take the test at all. If these students kept an English survey simply because of their confidence in their English language abilities, this opens the field of uncontrolled variables from simply language of survey to a myriad of other influencing factors such as home life, socio-economics, language ability, etc. Additionally, if students kept the English surveys out of peer pressure, they may have differing answers because they did not fully understand the questions asked, unlike their peers who received Kiswahili tests.

However, the influence of language fluency on the results of the survey is itself could be looked at itself as interesting evidence in the language of instruction debate. If these students do not possess the knowledge of English enough to take a survey on basic civic concepts, how does anyone expect them to fully understand or learn them in a language that they are not comfortable?

While this research does not attempt to claim causation between English language of instruction and poor educational outcomes based on this data, it is clear that there is a large disparity between students filling out the English language survey and a Kiswahili survey. Figure 6.1 shows 23 variables are significant at less than .001, 8 at less than .005, 5 at less than .01, and 21 at less than .05. Thus, the great disparate language skills must have some effect on students' academic achievement and learning of civic knowledge.

Significant at <.001		Significant at <.005		Significant at <.05	
21t Media	0.352	23j Environment	-0.19	30c Teachers	-0.15
21j Criticism Ban	-0.31	27e Ethnic Jobs	0.185	23c Health	0.15
25j Support Country	-0.29	32g Block Traffic	-0.18	28j Kiswahili	0.14
33h Memorization	-0.27	21k Elections	0.181	30k Family Int'l	-0.14
23f Unemployed	0.271	21q Pol Parties	-0.17	30q News English	-0.14
27i Women Jobs	-0.25	22i Participates	-0.17	33l Current Events	-0.14
27f Women Out Pol	-0.25	21r Pol Parties	-0.17	27a Women Office	0.14
27b Ethnic Edu	0.245	21o Young People	0.17	30j Friends Int'l	-0.14
30s Radio English	-0.24			33r Opinion	-0.13
21x Trust Gov	0.242			24a Products	-0.13
26a Ethnic Edu	-0.24			30r News English	-0.13
25g Country Pride	0.234			22d Works	0.13
21l Judicial	-0.23	Significant at <.01		33i Different Opinion	-0.13
21m Organizations	-0.23	31b Vote Local	0.169	23e Industry	0.13
22j Respect	-0.22	30l Teachers	-0.16	30m News	-0.13
33k English	-0.22	30n News Int'l	-0.15	26c English Edu	-0.13
21g Demand Rights	0.214	33b Opinion	-0.16	31a Vote National	0.13
27h Respect Ethnic	0.214	30i Teachers	-0.16	32d Letter News	0.12
33o Exams	-0.21			27d Women's Rights	0.12
33m Human Rights	-0.21			23h Education	0.12
22n Patriotic Citizen	0.206			23a Jobs	0.12
31f Cand Local	-0.21				
26d Poor Edu	-0.17				

Figure 6.1: Significant Pearson correlation coefficients between English language use and various answers given

As the data shows, there are many more significant relationships between the language of the survey and the survey variables than with any other demographic factor. In this study, the language of the survey had a much higher correlative relationship to answers elsewhere in the survey than gender, age or parents' educational level. This illustrates a key point that the choice of LOI affects students of all backgrounds, not just the poorest or the youngest. An

English language of instruction is often a great equalizer for obstructing the education of students in large public schools.

As described above, although textbook and other supplementary materials are criticized for content, the more pressing issue is how the material is presented to students. Students are very rarely asked to attempt critical thinking, imaginative thought or to give their opinion. Review questions found in current textbooks and exams themselves often read more like English reading comprehension exams rather than stimulating critical thinking and application of the concepts students have learned in class. The information given to students is not placed in a physical or mental environmental context, which is vital for learning, retention and proper application of knowledge and skills outside of the classroom (Lave and Wegner, 2001; Alwin, 2001).

A civics midterm examination given to me by one of the teachers interviewed only includes multiple choice, matching and passage comprehension questions. In my own analysis of five commonly found Civics curriculum textbooks, during chapter review questions, students were only asked for their opinion a total of 6 times, apply concepts to their own past or present experiences twice and required to use critical thinking 6 times. In the three ‘exam preparation’ books, there were no questions like this. They were only outlines of concepts and facts, multiple choice practice exams and passage comprehension questions.

This is just a small example of how little emphasis currently available civic textbook material places on critical thinking skills, regardless of the fact that it is very specifically emphasized in current curriculum policy documents. Currently, Tanzania’s is an “education system that tends to value the cognitive part of the learning process more highly than either the affective or the psychomotoric, and which responds to the immediate demands of school tests and examinations before anything else” (Ishumi and Maliyamkono 1995, 53, as quoted in Riutta 2007, 107-8). Without the proper language skill base to foster critical thought, knowledge and concepts cannot be mentally placed within the contextual actions in which it will be used in environments outside of the classrooms.

A transition from an English to a Kiswahili language of instruction proves be difficult in achieving, both politically and economically, but also from the standpoint of those actors directly involved in education. An English language of instruction is often supported by

parents, who feel their children will not receive good jobs if they do not have proper English skills, spurred on by the common misconception that using a language as the medium of instruction is the best way to learn and teach a foreign language (Biseth, 2005; Swilla, 2009). Students also seem to associate an English language of instruction with improving their fluency and, thus improving their chances for success later in life. Even teachers themselves, in addition to often also holding the same misconceptions as parents about the language of instruction, feel that they could not teach civics in Kiswahili because would not be comfortable or confident with the terminology used. This could easily be remedied with Kiswahili textbooks and supplementary materials, greater ongoing support and training from the Ministry or simply by taking advantage of the vast resources around them, including fellow teachers or others in the community.

However, as described above, with such emphasis still placed on English comprehension and testing, there is often little room to learn to place knowledge in context to the detriment of students and the growth of deliberative democracy in Tanzania.

6.1.2. Connecting concepts and actions

Another challenge facing the civics classroom environment is the disparity between disparity between classroom and real life, which makes it difficult to teach students complex issues in which they may not see a practical tie to events outside the classroom. Even when knowledge is placed in an environmental context, if the classroom environment does not match the outside socio-political environments, it can be difficult for students to make a mental connection between school and practical application (Lave and Wegner, 2001; Alwin, 2001). A strong civil society and well-educated citizenry is vital to pressuring government officials and abolishing major, widespread corruption (Ivanov, 2007), but when you are trying to develop this citizenry, corruption as the status quo is hard to battle. As a curriculum developer at the Tanzanian Institute of Education pointed out in our interview, this is a major challenge in getting students to fully grasp the importance of civics education and their own involvement because what they learn in the classroom more than often seems contrary to their own lives or what they hear outside of the classroom. He spoke of the need for teachers to be able to adapt the curriculum useful for students to learn instead of just something needed to pass exams.

Students learn about the rules and regulations set forth in the National Constitution and other national laws, but hear of corruption and wrongdoing throughout all levels of political life

every day. Teachers interviewed are of the same sentiment. It is already difficult to teach students how to take abstract concepts and apply them to everyday life, but when the abstract concepts do not match the realities of everyday life, it makes it all the more difficult to instill democratic values into students.

Another common complaint brought up by the teachers interviewed during field work was that they get very little support from their administration in continuing teacher training. They felt forgotten by the Ministry; one teacher described how they were simply handed the new syllabus, not given any other support (training, supplementary or teaching materials, textbooks, etc) and then expected to be able to teach the material effectively, which they could not do to their full potential. A Research and Education for Democracy in Tanzania working paper focused on civics teaching materials and textbooks found that of the few that were available, many were written in a style that does little towards encouraging high-quality teaching and were of little help to teachers (Lutatenekwa 2007) Even curriculum developers feel that even if they create a well-rounded and student-centered curriculum, it will be useless without quality teachers who are continually and sufficiently supported and trained, especially in the rural areas who have even less access to training and resource support.

However, because there may often be a great disparity between the classroom and students' everyday lives, Finkel and Ernst (2005) suggest that the dominant factors in dictating attitudes and value change will be the "peripheral cues" within the classroom such as how they perceive their teachers, quality of textbooks, etc. Again, this is why access to quality teaching materials, continuing teacher training and a participatory classroom is so vital to not only developing an intelligent student (Lave and Wegner, 2001; Alwin, 2001), but a knowledgeable populace able to participate fully in the political sphere.

Television	80.8
Newspapers	73
Radio	72.3
Newspapers - Int'l	64.7
English TV	64
English papers	55.1
Eng papers - Int'l	52.9
English radio	47.2

Figure 6.2: Percent of reported media use as "Often" or "Sometimes"

6.2. Ecological citizens

While the classroom environment is very important to the development of students as citizens, the complex system of ecological development takes into account all environments that students are exposed to. In this research, one main outside environmental focus was media use. There is an interesting correlation between language use and discussion of news. Even though most students report The more students

	Newspaper	Paper Int'l	Radio	TV	Eng Paper	Eng Paper Int'l	Eng Radio	Eng TV
Kiswahili	-.140 *	-.132 *	-0.104	-0.094	-.207 **	-.175 **	-.275 **	-.209 **
English	.260 **	.242 **	.253 **	.243 **	.358 **	.377 **	.363 **	.376 **

** . Correlation is significant at the 0.01 level (2-tailed); * . Significant at the 0.05 level (2-tailed)

Figure 6.3: Pearson's correlations illustrating the relationships between language use and media use

report using English in their everyday lives (in school, at home and with friends), the more likely they are to talk about politics. This could be explained as they are more likely to have understood what was discussed in class and therefore more likely to have discussed it with others. There is actually a slight negative relationship between Kiswahili use and discussion of current events. This is critically important for the LOI issue; students who understand their civics classrooms are more likely to become engaged, at least to a point where they are aware of current events and discuss them with others. Civic knowledge should not be restricted to only those students who speak English well.

80% of students reported that they sometimes or always watch news broadcasts on television. A smaller percentage of students report they read stories about international events, mirroring the lower percentage of students that discuss international events above. It is interesting that like the reported frequency of discussing current events, English language use has a strong correlation with the reported frequency of using media to find out about these current events.

	English	Kiswahili	Teacher	Family	Friends
Teachers		-.128 *			
Family	.280 **	-.139 *	.435 **		
Friends	.260 **		.356 **	.535 **	
Community	.209 **	-.132 *	.582 **	.681 **	.574 **
City	.179 **		.654 **	.679 **	.687 **
Country	.261 **	-.174 **	.615 **	.681 **	.682 **
International	.197 **		.707 **	.671 **	.658 **

** . Significant at the 0.01 level (2-tailed) / * . Significant at the 0.05 level (2-tailed)

Figure 6.4: Pearson's correlations illustrating the relationships between reported language use, whom students discuss with and topics of discussion

English language use has a strong positive correlation with not only using English language media, but has a strong relationship with all media use in general.

Reported Kiswahili use has a slightly less but still significant negative correlation with English media use.

6.3. Other common themes

6.3.1.Importance of Voting

There is strong support for ‘traditional’ concepts of democracy, such as voting, being active in the community, supporting anti-corruption policies and the ability to voice their opinions.

Students were in almost universal agreement regarding the importance of free and fair elections in a democracy. 95% stated free elections of political leaders were good or very good for democracy, as well as agreeing that voting is a key component to ‘good’ citizenship (95.4%). As Tanzania has maintained regular elections since independence in 1961, it is covered extensively in the curriculum and is one of the easiest forms of direct political participation, students regard this one of the most important aspects of citizenship.

This conception certainly impacts the actions that students predict they will do in the future. When asked in Question 31 what they expect to do as citizens, 89% stated that they will vote in national elections, 86% stated they will vote in local elections and 85% stated that they will educate themselves about candidates before voting. It remains to be seen if this enthusiasm for voting remains until students are old enough (or if they are old enough, during the elections of 2010) Voter turnout for both the 2000 and 2005 parliamentary elections was only 72.5%, as it was the 2005 presidential election. This was down from 84.5% voter turnout in the 2000 presidential election³¹. There could be any number of reasons of this drop in voting rate, but it is still seen by students as one of the most important aspects of maintaining a good democracy.

While voting as seen as the most important aspects of citizenship and democracy, there is a fear that many in Tanzania³² feel that it is their only civic responsibility: “the majority of citizens interviewed seemed to think that political participation begins and ends with voting. While most respondents vigorously asserted their right to vote, few understood that they could also hold their representatives to account between elections” (Bratton and Liatto-Katundu

³¹ International Institute for Democracy and Electoral Assistance (2009) Voter Turnout Database. Available at <http://www.idea.int/vt/index.cfm>

³² This problem is in no way isolated to Tanzania. There are difficulties, of varying degrees, in every democratic state to engage citizens beyond simply voting.

1994, 561). This fear was also reflected by President Nyerere himself. In a 1998 article, he stated that “democracy means much more than voting on the basis of adult suffrage every few years” (p27), something that many of his fellow Tanzanians have failed to act upon.

While this remains a problem in Tanzania, there are signs that this notion is changing, at least in regards to the younger student population. There are also strong relationships between students reporting they plan to vote when they are old enough and other forms of political participation. This has been shown before in studies of other parts of the world such as in a study of political engagement in an urban school in the United State where there was a strong positive connection with intention to vote with performing community service and willingness to contact officials with problems or concerns (McIntosh & Munoz, 2009). Additionally, there are many other relationships between varying forms of political participation. The chart in Figure 6.5 illustrates these relationships.

		Vote - National Election	Vote - Local Election	Voter Education	Join Political Party	Write a letter to news	Run for local office	Run for national office	Write a letter to an official
Vote - Local Election	r=	.691**							
	p<	.000							
Voter Education	r=	.559**	.605**						
	p<	.000	.000						
Join Political Party	r=	.357**	.334**	.225**					
	p<	.000	.000	.000					
Write a letter to news	r=	.286**	.234**	.294**	.426**				
	p<	.000	.000	.000	.000				
Run for local office	r=		.175**	.218**	.441**	.282**			
	p<		.004	.000	.000	.000			
Run for national office	r=	.302**	.242**	.301**	.469**	.351**	.553**		
	p<	.000	.000	.000	.000	.000	.000		
Write a letter to an official	r=		.191**	.188**	.328**	.563**	.407**	.386**	
	p<		.003	.003	.000	.000	.000	.000	
Volunteer as a student	r=	.366**	.212**	.314**		.153*		.200**	.234**
	p<	.000	.000	.000		.012		.001	.000
Collect money for cause	r=		.139*	.132*	.142*	.177**	.175**	.157*	.227**
	p<		.022	.031	.021	.004	.005	.011	.000
Sign a petition	r=	.192**	.184**	.343**	.236**	.402**	.246**	.330**	.354**
	p<	.002	.003	.000	.000	.000	.000	.000	.000
Letter to news as student	r=	.262**	.189**	.219**	.226**	.541**	.244**	.380**	.425**
	p<	.000	.002	.000	.000	.000	.000	.000	.000
Peacefull protest	r=	.138*	.223**	.241**	.166**	.251**	.212**	.357**	.339**
	p<	.024	.000	.000	.008	.000	.001	.000	.000
**. Correlation is significant at the 0.01 level (2-tailed) / *. Correlation is significant at the 0.05 level (2-tailed).									

Figure 6.5: Pearson's correlations illustrating the relationships between intentions to vote and other political actions both in the future and currently as a student

Although intention to vote correlates strongest with educating themselves about candidates before elections, there are also other very strong relationships between more involved forms of political participation. It is interesting that students who report they will join a political party also report they are very like to write letters or run for local or national office, but less likely to become involved in political actions while students. Being willing to write a letter to a newspaper or official about an issue also correlates strongly with other forms of participation. These correlations may simply be reflecting the fact that some students who are more politically inclined than others are more willing to become involved in many different kinds of political action, but it is still promising as 85% of students report they plan to vote and over 60% report they plan to participate in other forms of political action (except for ‘illegal’ forms of protest as discussed below).

6.3.2. Caution over “illegal” forms of protest

Students are almost unanimous (96.4%) that obeying the law is of utmost importance. Other values such as working hard, being knowledgeable about the country as well as current events and being active in benefiting the greater community are also regarded as important to good citizenship and the furtherance of good democracy. Although the importance of following the law is undisputed among Tanzanian students, but there is much less support for the acceptability of civil disobedience and protest. 68% of students believe that the ability to peacefully protest is important to good democracy, but only 34% support breaking an unfair law. These attitudes correspond with the actions predicted: 71% of students say they would participate in a peaceful protest but only around a quarter of students report they would participate in “illegal” forms of protest, such as spray-painting a building, blocking traffic or occupying buildings.

As an interesting side note, during the time of fieldwork, there was at least one reported incident of students (from a school not included in the survey, but nearby in the Temeke district) blocking one of the busiest intersections in Dar es Salaam in protest of the district

government doing very little after a fellow student was struck and killed earlier in the week³³. So although there is little support from the surveyed students (and many Tanzanians I have discussed the topic with), it is certainly not unheard of for students to take part in unconventional, illegal forms of protest.

Finally, students are split in their support for the rights of anti-democratic groups. Tanzania is a fairly stable democracy, but this mixed support could be seen as a very critical view towards those who may threaten this stability, even if it means taking measures to restrict the free speech rights of others.

6.3.3.Support for opposition political parties

Students seem to be generally very supportive of multi-party politics, but are somewhat mixed over their own involvement in them and, more importantly, what is actually the function of different political parties. Around 60% of students said it was good or very good for democracy for people to participate in political parties. This is analogous to responses given by the general population in the larger Afrobarometer surveys. Around 68% of respondents in both the 2003 and 2008 surveys stated that “many political parties are needed to make sure that Tanzanians have real choices in who governs them” (Afrobarometer, 2009, p.6). It is clear that a large majority of Tanzanians support, or at least happily tolerate, the existence of multiple parties.

This conceptual support of the importance of political parties is similar to what students predict they will do: 64% of students said they would join a political party in the future. Notably, younger students are more likely to say that joining a political party is important for good citizenship ($r=-.251, p<.047$). Whether this is because it is just accepted to be the “normal” course of citizenship or students actually have a vested interest in party politics is unclear. Additionally, as this support is quite high among young people, future research could also explore which political parties students choose to support, how they come to this decision (if or how family and school life affect it) and how the rise in opposition party power could affect this choice. Regardless, political parties still seem remain strictly as the realm of

³³ *The Citizen TZ* (29 Sept 2009) “Angry students block busy Dar road junction”

‘adults’, as only 39 students reported currently being part of an organization tied to a political party.

Importantly, although support for political parties is relatively high among both this student sample and the general population sample in the Afrobarometer surveys, the function of political parties is still somewhat divided. While 56% of students say it is important for political parties to have differing opinions of important topics, 36% say it negatively affects democracy. However, when compared to the Afrobarometer study, it is quite the opposite. In the 2008 survey, when asked what is the role of opposition parties, respondents were split. Only 40% agreed that opposition parties should act as critical oversight to current government policies and actions while 53% stated that they believe that cooperating with the current government to develop and strengthen the country should be the main focus of opposition parties (Afrobarometer, 2009). Again, this generational difference of opinion is an area in which future research should be centered.

6.3.4. Strong support for women and ethnic groups

There was strong support from students for the rights of women and ethnic groups. 87% of students say that a good democracy should support women leaders and that the government has a responsibility to ensure that there are equal political opportunities for men and women. 65% state that unfair laws to women should be changed. Students are split as to if women

		Gender	C/F Age
Women should run for public office	$r =$	.202	.144
	$p <$	.002	.026
Women should stay out of politics	$r =$	-.181	-.162
	$p <$	.005	.012
Men have more right to a job than women	$r =$	-.251	-.208
	$p <$	.000	.001
Men and women should get equal pay	$r =$	.202	.198
	$p <$	.002	.002
Men are better qualified to be political leaders	$r =$	-.319	-.294
	$p <$	.000	.000

Figure 6.6: Pearson's correlations illustrating the relationship between gender of student and opinions on rights for women

have a more difficult time getting a good job, but only a quarter believe that girls have less of an opportunity to receive a good education in Tanzania. Between 75-90% of students supported the items relating to women's rights in Question 27.

There is significantly stronger support for women's rights among female students than among males, even when controlled for age. In Figure 6.6, there is a slightly positive relationship between females and support for women becoming public officials and getting equal pay.

There is a strong negative relationship between gender and statements that men are have more right to a job when they are scarce and that they are better qualified to be political leaders, meaning that the students surveyed strongly support women's rights in these areas.

Support for the rights of all ethnic groups in Tanzania is also fairly high. While support for equal rights for all ethnic groups is high, students feel that this is not always the reality in Tanzania. 92% of students feel that all ethnic groups have equal opportunities to receive a good education but only 62% of students agree that they actually do. Even more disparate is access to good employment opportunities: 82% felt that all ethnic groups should have equal chances to get a good job, but 62% of students responded that this is not the case. Interestingly enough there seems to be more support for equal political opportunities for women than for those of different ethnic groups.

7. Conclusion

7.1. What does this all mean?

The purpose of this research was to create a base dataset and to take a broad look at the civic opinions and political actions of students. Now referencing back to the research questions first posed at the outset of this research, we discuss the general findings of the research.

What are urban Tanzanian students' conceptions of and attitudes towards different the major aspects of democracy and citizenship presented in the IEA CivEd survey?

Urban Tanzanian students still place heavy emphasis on 'traditional' conceptions of democracy and political action, such as obeying the law, working hard and the importance of voting. Corruption is almost universally opposed and students are clear in their conceptions of what is moral and immoral action for political leaders to take. Students also strongly support the rights of women and ethnic groups, as well as the government providing social welfare for the country.

There is reason to believe, however, this generation is more supportive than older generations of the rise of opposition parties, critical political debate and other forms of direct political action. There is strong support for opposition parties and many students report they will join the party of their choice when they are old enough. While there is still some resistance to the idea that opposition parties should provide a critical voice to the political debate, that notion is more strongly supported in this research than in previous political opinion studies of the general adult population. Illegal forms of protest and the presence of anti-democratic groups are seen, however, as generally undesirable, although not completely dismissed. It will be interesting to see if and how the demand for free-speech rights will grow or diminish in the future if there is a rise in the power of critical opposition parties.

What forms of civic 'actions' do students take part in currently or predict they will in the future?

Students frequently use different forms of media, both in English and Kiswahili, to gain access to news stories and current events. Although Kiswahili language media is utilized at a much higher rate than English language media, the relationship between media use and

political discussion is quite different depending on in which language information is presented. While there is a very weak relationship between Kiswahili language media and Kiswahili language use in a student's everyday life at home, school and with their friends, there is a very strong positive relationship between English language use and student's utilization of English language media. This could simply be attributed to students who have higher levels of English language fluency will be more inclined to listen to English language media, not only to gain knowledge of current events, but to also practice their language skills. However, students who report using English more in their everyday lives are also much more likely to report they listen to news reports generally, in either language. While it is difficult to determine the particulars of this relationship, it warrants future research into the relationship between English medium of instruction civic education, English language use and students desire to engage with news media.

Regarding specific political action, while almost all students reported they will vote in national and regional elections, as well as educate themselves about the candidates before an election, fewer students report that they will become more directly involved with politics. "Illegal" forms of protest are generally opposed, but peaceful organized protests are supported by a large majority of students. In general, as stated throughout the thesis, using this research as a guide for development and implementation, there is now a need for additional research, examining the civic conceptions and political engagement of students at a deeper and more meaningful level, looking for possible causations and ways to promote this engagement in a practical and effective way.

7.2. Africa in the international research community

So what does this all mean for the international educational research community? Currently, the IEA is completing the International Civic and Citizenship Education Study, a study to expand upon the now decade old IEA CivEd Study. Although there are now 38 countries participating from Europe, Asia and Latin America, there are *again* no African nations involved. It would be of great benefit to both the international community and to the countries themselves to participate in these large international studies, especially in regards to democratization and its influence over education and political engagement in young people.

According to the Freedom House's 2010 *Freedom in the World Report*, 9 African nations are considered "free" (i.e. South Africa, Ghana, Botswana) and 23 are considered "partially free",

including Tanzania³⁴. Some African democracies are older than many Eastern European or South American nations, but are still often regarded as less worthy of study or comparison because of their geographical location or economic situation. While the lack of financial resources is the main restriction to these countries' participation, this could be easily remedied by support from any number of international educational or developmental agencies. Academics and administrators from these countries need to be involved in the ongoing research and educational innovations brought about through these studies.

As stated in the introduction of the IEA Civ Ed study:

Wise action requires a deep knowledge of the field. The comparative view helps us set our reflections in a context that allows us to interpret and to explain. In this manner, the value of an international approach can be truly realized. It is this realization that is exactly the kind of contribution IEA can make to the development of education and educational systems. (Torney-Purta, 2001, p. 10)

If policy makers and educationalists are truly committed to the idea of *Education for All*, they must be willing to engage these countries as equals partners in development and research. If a deep knowledge of the field is needed, then it is imperative to include African states in large international surveys, as well as other states in other geographic areas not traditionally involved or which lack the financial resources to become involved. These datasets could be of great help to researchers, both from the countries involved and foreign, to design further research that delves deeper into the issues at hand. Without a broad view of the entire context, it is difficult to see where more study is warranted. These studies could help understand, design and implement educational and other development programs on a deeper, more meaningful level and achieve better results for the people they are intended to serve.

³⁴ As Tanzania does not have 'complete' competitive multi-party democracy, they are not considered a true electoral democracy according to the qualifications set forth by the Index.

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9. Appendix

- 9.1. Participant information form
- 9.2. Survey instrument – English
- 9.3. Survey instrument – Kiswahili
- 9.4. Response frequencies
- 9.5. Research clearances

Researcher: Lisa Waldschmitt – University of Oslo, Norway
Faculty Advisor: Heidi Biseth – Oslo University College, Norway

My name is Lisa Waldschmitt and I am a Master's student at the University of Oslo in Oslo, Norway. I am here today to ask for your participation in my research study, entitled *Language of Instruction and Student Citizenship: Implications of Tanzanian secondary civics education on student opinion and democratic engagement*.

The purpose of my study is to explore what students like you in Dar es Salaam feel about certain aspects of democracy, citizenship, civic education and political/civic participation.

There are a few things that you should understand about the study:

- You can choose not to participate in the study. No one is forcing you to participate. If you feel like leaving at any time, you are allowed. You will not be punished in any way by myself, your teachers or your school.

- Any data or information I gather in this survey or other parts of my research will be completely confidential and will not be given to anyone else. You should not write your name anywhere on this test and I will not ask you for any other information that could be used to identify you.

-No one at your school, my university, the government of Tanzania, the government of Norway, your parents, or anyone else will see this survey. No one will be able to identify you by your survey data.

If you have any questions, you can ask me at any time now, during the survey or afterwards. Also, please feel free to email me at LWALDSC@GMAIL.COM or call me at [REDACTED] .

Asante sana!
Lisa

[illegible]

Take your time and be careful in reading the instructions and answering the questions. Please answer them to the best of your ability and **as honestly as possible.**

There are no right or wrong answers to these questions.

No one else will see your answers. They will be completely confidential. Your teacher *will not* see your answers. Your family *will not* see your answers. Your answers *will not* be given to anyone at your school or any government official.

Please answer the questions as honestly as possible! Thank you!

--

1. Your sex: ____ Male ____ Female

2. What year were you born? _____

3. Is Kiswahili your first, second or third language?

____ First language

____ Second language

____ Third language

4. What other languages do you speak at home, with other family or with friends?

5. How often do you speak Kiswahili at home?

6. How often do you speak English at home?

7. How often do you speak Kiswahili at school?

8. How often do you speak English at school?

**9. How often do you speak Kiswahili
with your friends?**

**10. How often do you speak English with your
friends?**

<i>Never</i>	<i>Sometimes</i>	<i>Always</i>

11. About how many books are there in your home?

Please tick one. Do not count newspapers or books for school.

___ None

___ 1 - 5

___ 5 - 10

___ 11 -20

___ 21 - 50

___ 51 - 100

___ 100+

12. Does your family have a radio at home?

___ Yes

___ No

13. Does your family have a television at home?

___ Yes

___ No

14. How many years of education do you expect to complete after this year?

Please include vocational education or college/university.

- ____ 0 years
____ 1 or 2 years
____ 3 or 4 years
____ 5 or 6 years
____ 6 or 8 years
____ 9+ years

15. How far did your mother and father go for education?

Please tick only one in each column.

	Mother	Father
Did not go to school		
Some primary school		
Finished primary school		
Some secondary school		
Finished secondary school		
Vocational or technical training after secondary		
Some college or university		
Finished a degree at a college or university		
Don't know		

16. Have you participated in any of the following organizations?

	No	Yes
Student government (class or school parliament)		
A youth organization affiliated with a political party		
A group that prepares a school newspaper		
An environmental group or organization		

A human rights group or organization		
A group that volunteers to help the community		
A charity collecting money for a social cause		
An association based on ethnicity		
A computer club		
An art, music or theatre club		
A sports team		
An organization sponsored by a religious group		
Other: _____		
Other: _____		

17. Think about all the organizations listed above. How often do attend meetings or activities for any or all of these organizations?

- ___ Almost every day (4+ days a week)
- ___ A few days a week (1-3 days a week)
- ___ A few times in a month
- ___ Never or almost never

18. How often do you spend time after school talking or hanging out with your friends?

- ___ Almost every day (4+ days a week)
- ___ A few days a week (1-3 days a week)
- ___ A few times in a month
- ___ Never or almost never

19. How often do you spend time during the evening (after dinner) outside your home with your friends?

- ___ Almost every day (4+ days a week)
- ___ A few days a week (1-3 days a week)
- ___ A few times in a month
- ___ Never or almost never

20. How much time do you spend listening to the radio or watching television on school days?

- ____ Almost every day (4+ days a week)
- ____ A few days a week (1-3 days a week)
- ____ A few times in a month
- ____ Never or almost never

21. Next, you are going to read a list of things that might happen in a country that is a democracy, such as Tanzania. Each one of them could either be good and have positive results for democracy or it could be bad and have negative results for democracy. I want to know what you think about democracy and the things that might influence it.

	<i>Very bad for democracy</i>	<i>Somewhat bad for democracy</i>	<i>Somewhat good for democracy</i>	<i>Very good for democracy</i>	<i>Don't know</i>
When everyone has the right to express their opinions freely					
When differences in income and wealth between the rich and the poor are small					
When political leaders in power give jobs in the government to members of their family					
When newspapers are free of all government control					
When private businesses have no restrictions from government					
When one company owns all the newspapers					
When people demand their political and social rights					
When immigrants are expected to give up the language and customs of their former countries					
When political parties have rules that support women to become political leaders					
When people who are critical of the government are forbidden from speaking at public meetings					

	<i>Very bad for democracy</i>	<i>Somewhat bad for democracy</i>	<i>Somewhat good for democracy</i>	<i>Very good for democracy</i>	<i>Don't know</i>
When citizens have the right to elect political leaders freely					
When courts and judges are influenced by politicians					
When many different organizations are available for people who wish to belong to them					
When there is a separation between the church and the state					
When young people have an obligation to participate in activities to benefit the community					
When a minimum income is assured for everyone					
When political parties have different opinions on important issues					
When people participate in political parties in order to influence the government					
When laws that women claim are unfair to them are changed					
When all the television or radio stations present the same opinion about politics					
When people refuse to obey a law which violates human rights					
When newspapers are forbidden to publish stories that might offend ethnic groups					
When wealthy business people have more influence on government than others					
When government leaders are trusted without question					
When people peacefully protest against a law they believe to be unjust					

22. In this section, there are some statements that could be used to explain what a good adult citizen is or what a good adult citizen does. There are no right or wrong answers to these questions. Tick one box to show how important you think each is for explaining what a good adult citizen is or does.

An adult who is a good citizen...

	<i>Not important</i>	<i>Somewhat unimportant</i>	<i>Somewhat important</i>	<i>Very important</i>	<i>Don't know</i>
Obeys the law					
Votes in every election					
Joins a political party					
Works hard					
Would participate in a peaceful protest against a law believed to be unjust					
Knows about the country's history					
Would be willing to serve in the military to defend the country					
Follows political issues in the newspaper, on the radio or tv					
Participates in activities that benefit people in the community					
Shows respect for government representatives					
Takes part in activities promoting human rights					
Engages in political discussions					
Takes part in activities to protect the environment					
Is patriotic and loyal to the country					
Would be willing to ignore a law that violated human rights					

23. Below are some statements about the responsibilities of the government. Please tick the box to decide if the statement should or should not be the government's responsibility.

	Definitely <i>should not be</i> government's responsibility	Probably <i>should not be</i> government's responsibility	Probably <i>should be</i> the government's responsibility	Definitely <i>should be</i> the government's responsibility	<i>Don't know</i>
To guarantee a job for everyone who wants one					
To keep prices under control					
To provide basic health care for everyone					
To provide an adequate standard of living for old people					
To provide industries with the support they need to grow					
To provide an adequate standard of living for the unemployed					
To reduce differences in income and wealth among people					
To provide free basic education for all					
To ensure equal political opportunities for men and women					
To control pollution of the environment					
To guarantee peace and order within the country					
To promote honesty and moral behavior among people within the county					

In the next few sections, you will find some statements on different topics. You may *agree* with some of the statements and *disagree* with others. Sometimes you will feel that you disagree or agree very strongly and sometimes you will feel less strongly.

Please read the directions carefully and check the box which fits your opinion the closest. Take your time to think about the statements and how you feel about them.

Remember, there are no right or wrong answers.

24. Our Country -

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Don't know</i>
To protect jobs in the country, we should buy products made in Tanzania					
We should prevent other countries from trying to influence political decisions in Tanzania					
The flag of Tanzania is very important to me					
I would prefer to speak English rather than Kiswahili					
We should always be alert and stop threats from other countries to Tanzania's political independence					
Tanzania deserves respect from other countries for what we have accomplished					
There is little to be proud of in Tanzania					
I have great love for my country					
I am proud to know and speak Kiswahili					
People should support their country even if they think it is doing something wrong					
Tanzania should be proud of what it has achieved					
People in other countries should learn Kiswahili					
The national anthem of Tanzania is important to me					
I would prefer to live in another country					
We should stop outsiders from influencing Tanzania's traditions and culture					

25. Myself - Please check the box that best describes how you feel about yourself.

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Don't know</i>
On the whole, I am satisfied with myself.					
At times, I think I am no good at all.					
I feel that I have a number of good qualities.					
I am able to do things as well as most other people.					
I feel I do not have much to be proud of.					
I certainly feel useless at times.					
I feel that I'm a person of worth, at least as equal as others.					
I wish I could have more respect for myself.					
All in all, I am inclined to feel that I am a failure					
I have a positive attitude towards myself.					

26. In this section, there are some statements about the chances that members of certain groups REALLY DO HAVE in Tanzania. Please choose the box which fits the way you feel (agree or disagree) about the statement.

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Don't know</i>
Children who are members of certain ethnics group have fewer chances than other children to get a secondary education in this country					
Girls have fewer chances than boys to get a secondary education					
Children who do not speak English well have fewer chances than others to get a secondary education in this country					
Children from poor families have fewer chances than others to get a secondary education in this country					

Children who live in rural areas have fewer chances than others to get a secondary education in this country					
Adults who do not speak English have fewer chances than others to get good jobs in this country					
Adults who are members of certain ethnic groups have fewer chances than others to get good jobs in this country					
Women have fewer chances than men to get good jobs in this country					

27. In this section, there are some statements about the opportunities which members of certain groups SHOULD HAVE in Tanzania.

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Don't know</i>
Women should run for public office or a seat in Parliament and take part in the government just as men do					
All ethnic groups should have equal chances to get a good education					
Members of anti-democracy groups should be prohibited from hosting a television or radio show talking about their ideas					
Women should have the same rights as men in every way					
All ethnic groups should have equal chances to get good jobs in this country					
Women should stay out of politics					
Members of an anti-democracy group should be prohibited from organizing peaceful demonstrations or rallies					
Schools should teach students to respect members of all ethnic groups					
When jobs are scarce, men should have more right to a job than women					
Members of an anti-democratic group should be prohibited from running in an election for political office					
Men and women should get equal pay when they are doing the same job					

Members of all ethnic groups should be encouraged to run in elections for public office					
Men are better qualified to be political leaders than women					
Members of an anti-democracy group should be prohibited from making public speeches about their ideas and views					

28. Political System - I want to know your views on the political system in Tanzania.

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Don't know</i>
The government cares a lot about what ordinary people think about new laws					
I know more about politics than most people my age					
The government is doing its best to find out what ordinary people want					
The powerful leaders in government care very little about the opinions of ordinary people					
I can express my opinions on government easily in English.					
When political issues or problems are being discuss, I usually have something to say					
In this country, a few individuals have a lot of political power while the rest of people have very little power					
The politicians quickly forget the needs of the voters who elected them					
I am able to understand most political issues easily					
I think the government should do all business in Kiswahili so ordinary people can understand					
When people get together to demand change, the leaders in government listen					
I am interested in politics					

29. School - In this section, I would like to know what you have learned in school.

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Don't know</i>
In school, I have learned to understand people who have different ideas					
In school, I have learned to co-operate and work together in groups with others					
In school, I have learned to contribute to solving problems in the community					
In school, I have learned to be a patriotic and loyal citizen of Tanzania					
In school, I have learned to express myself well in English					
In school, I have learned how to act to protect the environment					
In school, I have learned to be concerned about what happens in other countries					
In school, I have learned about the importance in voting in national and local elections					

30. Political Actions - In these next sections, you will find some different activities related to politics. Please tick the box that best represents how often you do these things.

	<i>Never</i>	<i>Rarely</i>	<i>Some-times</i>	<i>Often</i>	<i>Don't know</i>
How often do you have discussions about what is happening in your local community...					
...with your friends or people your own age?					
...with parents or other adult family members?					
...with you teachers?					
How often do you have discussions about what is happening in the entire city...					
...with your friends or people your own age?					
...with parents or other adult family members?					
...with you teachers?					

	<i>Never</i>	<i>Rarely</i>	<i>Some- times</i>	<i>Often</i>	<i>Don't know</i>
How often do you have discussions about what is happening in the country's national government...					
...with your friends or people your own age?					
...with parents or other adult family members?					
...with you teachers?					
How often do you have discussions about what is happening in international politics...					
...with your friends or people your own age?					
...with parents or other adult family members?					
...with you teachers?					

How often do you...

	<i>Never</i>	<i>Rarely</i>	<i>Some- times</i>	<i>Always</i>	<i>Don't know</i>
Read stories in the newspaper about what is happening in this country?					
Read stories in the newspaper about what is happening in other countries?					
Listen to news broadcasts on the radio?					
Listen to news broadcasts on television?					
Read English stories about what is happening in this country?					
Read English stories about what is happening in other countries?					
Listen to English news broadcasts on the radio?					
Listen to English news broadcasts on television?					

31. Listed below are some actions that adults could take as citizens. Please tell me what you expect to do when you are an adult and how likely you are to do it?

	<i>I will certainly not do this</i>	<i>I will probably not do this</i>	<i>I will probably do this</i>	<i>I will certainly do this</i>	<i>Don't know</i>
Vote in national elections					
Vote in local elections					
Get information about candidates before voting in an election					
Join a political party					
Write letters to a newspaper about social or political concerns					
Be a candidate for local or city office					
Be a candidate for national parliament					
Write letters to an official about social or political concerns					

32. Now here are some actions that you could do as a young person in the next few years. Please tell me what you expect to do.

	<i>I will certainly not do this</i>	<i>I will probably not do this</i>	<i>I will probably do this</i>	<i>I will certainly do this</i>	<i>Don't know</i>
Volunteer time to help people in my community					
Collect money for a social cause					
Collect signatures for a petition					
Write letters to a newspaper about social or political concerns					
Participate in a peaceful protest march or rally					
Spray-paint protest slogans on walls					
Block traffic as a form of protest					
Occupy public buildings as a form of protest					

33. The next part of the questionnaire includes some things that happen in your school. Please tell me how often they happen to you. When answering, please think especially about classes in history and civics.

	<i>Never</i>	<i>Rarely</i>	<i>Some-times</i>	<i>Always</i>	<i>Don't know</i>
Students feel free to disagree openly with their teachers about political or social issues during class					
Students are encouraged to make up their own minds about issues					
Teachers will use Kiswahili to get a point across					
Teachers respect our opinions and encourage us to express them during class					
Teachers place a great importance on learning facts or dates when teaching history or political events					
Students feel free to express their opinions in class even when their opinions are different than most other students					
Teachers punish a student for not speaking in English					
Teachers require students to memorize dates or definitions					
Teachers encourage us to discuss political or social issues about which people have different opinions					
Teachers present several sides of an issue when explaining it in class					
Students do not speak up because they can not speak English well enough					
Students bring up current political events for discussion in class					
Students bring up current issues of discrimination or human rights					
Students speak in Kiswahili when working in groups					
Memorizing dates and facts is the best way to get a good mark from the teacher and on exams					
Teachers lecture and students take notes					
Students work on material from the textbook					
Students are asked their opinion on issues					

You have now reached the end!

If you have some time left, please go back
and check your answers and make sure
you have answered them all and
as honestly as you can.

Thank you so much for taking the time to complete this survey.
You have been very helpful in further understanding Tanzanian
students' opinions on civics education.

If you have any other questions for me,
please feel free to ask them
after I have collected all of the surveys.

Asante sana! ☺ Lisa

[illegible]

Chukua muda na kuwa mwangalifu katika kusoma maelezo na kujibu maswali. Tafadhali yajibu maswali kwa jinsi unavyoweza na kuwa **mwaminifu kwa itakavyowezezana**.

Hakuna jibu ambalo ni sahihi na hakuna jibu lisiyo sahihi katika maswali haya.

Hakuna mtu atakayeona majibu yako.

Majibu yote yatakuwa siri. Mwalimu wako hataona majibu yako. Familia yako haitaona majibu yako. Majibu yako hatapewa mtu yeyote shuleni au afisa yeyote wa serikali.

Asante sana!

1. Jinsia: ____ Mvulana ____ Msichana

2. Umezaliwa mwaka gani? _____

3. Kiswahili ni lugha yako ya kwanza, ya pili au ya tatu?

____ ya Kwanza

____ ya Pili

____ ya Tatu

4. Lugha gani nyingine unayozumgumza nyumbani? Na familia nyingine au no marafiki?

	<i>Hapana kabisa</i>	<i>Mara nyingine</i>	<i>Mara nyingi</i>
5. Mara ngapi huwa unazungumza kiswahili nyumbani?			
6. Mara ngapi huwa unazungumza kiingereza nyumbani?			
7. Mara ngapi huwa unazungumza kiswahili shuleni?			
8. Mara ngapi huwa unazungumza kiingereza shuleni?			
9. Mara ngapi huwa unazungumza kiswahili na rafiki zako?			
10. Mara ngapi huwa unazungumza kiingereza na rafiki zako			

11. Je kuna vitabu vya aina gani vipo nyumbani?

- ☐ 0
☐ 1 - 5
☐ 5 - 10
☐ 11 -20
☐ 21 - 50
☐ 51 - 100
☐ 100+

12. Familia yako ina redio nyumbani?

- ☐ Ndiyo
☐ Hapana

13. Familia yako ina TV nyumbani?

- ☐ Ndiyo
☐ Hapana

14. Miaka mingapi ya elimu unayotegemea kumaliza shule baada ya mwaka huu?

Tafadhali ambatanisha miaka utakayohitaji kumaliza chuo cha ufundi au chuo/chuo kikuu.

- ____ 0 miaka
- ____ 1 au 2 miaka
- ____ 3 au 4 miaka
- ____ 5 au 6 miaka
- ____ 6 au 8 miaka
- ____ 9+ miaka

15. Baba yako na mama wamefikia wapi kielimu?

Tafadhali weka tiki moja kwa mama na baba.

	Mama	Baba
Hakwenda shule kabisa		
Alisoma shule ya msingi kidogo		
Alimaliza shule ya msingi		
Alisoma shule ya sekondari kidogo		
Alimaliza shule ya sekondari		
Alisoma mafunzo ya ufundi baada ya kumaliza sekondari		
Alipitia vyuo au chuo kikuu		
Alimaliza chuo au chuo kikuu		
Sijui		

16. Umeshawahi kushiriki katika chama au mfumo wowote kati ya ifuatayo?

	Hapana	Ndiyo
Serikari ya wanafunzi (Darasani au Bunge la shule na kadhalika)		
Mfumo au chama cha vijana kinachohusiana na chama cha siasa		
Kikundi kilicho tayarisha gazeti la shule		
Kikundi au chama cha mazingira		

Kikundi cha kutetea haki za binadamu		
Kikundi kilichojitolea kusaidia jamii		
Chama au kikundi cha Hisani cha kukusanya pesa kwa ajili ya jamii		
Chama cha kikabila		
Kilabu ya kompyuta		
Kilabu ya sanaa,muziki,maigizo		
Timu ya michezo		
Chama kilichofadhiliwa na kikundi cha dini		
Vinginevyo: _____		
Vinginevyo: _____		

17. Fikiria kuhusu vyama au mifumo yote iliyoorodhesha hapo juu.Mara ngapi umehudhuria mikutano au shughuli zozote au zote kati ya hizo?

- _____ Takribani kila siku
- _____ Siku chache katika wiki
- _____ Muda mchache katika mwezi
- _____ Hapana au takribani hapana kabisa

18. Mara ngapi unatumia muda wako baada ya shule kuzungumza au kuwa na rafiki zako?

- _____ Takribani kila siku
- _____ Siku chache katika wiki
- _____ Muda mchache katika mwezi
- _____ Hapana au takribani hapana kabisa

19. Mara ngapi unatumia muda wakati wa jioni(baada ya chakula) nje nyumbani kuwa na rafiki zako?

- ____ Takribani kila siku
 ____ Siku chache katika wiki
 ____ Muda mchache katika mwezi
 ____ Hapana au takribani hapana kabisa

20. Muda gani unatumia kusikiliza redio au kuangalia televisheni siku za shule?

- ____ Takribani kila siku
 ____ Siku chache katika wiki
 ____ Muda mchache katika mwezi
 ____ Hapana au takribani hapana kabisa

21. Utasoma orodha ya vitu ambavyo vinatokea nchini kwako kama Tanzania ambavyo ni vya kidemokrasia. Vingine vinaweza kuwa vizuri na kuwa na matokeo chanya kwa demokrasia au kuwa na vibaya na matokeo hasi kwa demokrasia. Ningependa kujua unafikiria nini kuhusu demokrasia na vitu ambavyo vinaweza kuiadhihi:

	<i>Vibaya sana kwa demokrasia</i>	<i>Kwa namna fulani vibaya kwa demokrasia</i>	<i>Kwa namna fulani vizuri kwa demokrasia</i>	<i>Vizuri sana kwa demokrasia</i>	<i>Sijui</i>
Kila mtu anapokuwa na uhuru wa kutoa maoni yake kwa uhuru hiyo ni...					
Wakati tofauti ya kipato na utajiri kati ya matajiri na masikini ni kidogo					
Viongozi walio madarakani wanapowapa kazi serikarini ndugu na jamaa zao					
Magazeti yanapo kuwa huru na serikali na vyombo vyake					
Biashara binafsi zisipobanwa na serikali					
Kampuni moja inapomiliki magazeti yote					

	<i>Vibaya sana kwa demokrasia</i>	<i>Kwa namna fulani vibaya kwa demokrasia</i>	<i>Kwa namna fulani vizuri kwa demokrasia</i>	<i>Vizuri sana kwa demokrasia</i>	<i>Sijui</i>
Wakati watu wanapotaka haki zao za kisaisa na kiutu					
Wakati wahamiaji wanapotegemewa kuacha lugha na mila zao kutoka nchi zao					
Wakati vyama vya siasa vinapokuwa na sheria zinazowaunga mkono wanawake kuwa viongozi wa kisiasa					
Wakati watu wanaoilaumu serikali wanapozuiwa kuzungumza katika mikutano ya umma					
Wakati wananchi wanapokuwa huru kuchagua viongozi wao kwa uhuru					
Wakati mahakama na majaji wanaposhawishiwa na wasiasa					
Wakati vyama na jumuiya vinapatikana kwa watu ambao wanataka kuvimiliki					
Wakati kunapokuwa na utenganisho kati ya makanisa na serikali					
Wakati vijanawanapolazimika kushiriki katika shughuli zinapofaidisha jamii					
Wakati kipato cha chini kinapokuwa uhakika kwa kila mtu					
Wakati vyama vya siasa vinapokuwa na maoni tofauti na misimamo tofauti katika mambo muhimu ya nchi					
Wakati watu wanaposhiriki katika vyama vya siasa kuishawishiserikali					
Wakati sheria ambazo wanawake wanadai sio halali kwao zinabadilishwa					
Wakati ambapo vitu vyote vya televisheni vinapotoa maoni sawa kuhusu siasa					

Wakati ambapo watu wanakataa kutii sheria ambazo zinaingilia haki za watu					
Wakati ambapo magazeti yanazuiwa kuandika habari zinazochukiza makabila					
Wakati ambapo wafanyabiashara wanapokuwa na ushawishi mkubwa zaidi katika serikali kuliko wengine					
Wakati ambapo viongozi wa serikali wanaaminiwa bila wasiwasi					
Wakati ambapo watu wanapopinga kwa amani dhidi ya sheria wanazoamini siyo halali					

22. Katika sehemu kuna maelezo mengine ambayo yanaweza kutumiwa kueleza jinsi raia mwema mtu mzima alivyo au raia mwema mtu mzima anavyofanya. Hakuna jibu lililo sahihi na lisilo sahihi katika maswali haya. Weka tiki katika sanduku kuonyesha umuhimu kwa kila kinachoeleza raia mwema mtu mzima alivyo au anavyotakiwa kufanya.

	<i>Siyo muhimu</i>	<i>Kwa namna fulani siyo muhimu</i>	<i>Kwa namna fulani ni muhimu</i>	<i>Muhimu sana</i>	<i>sijui</i>
Kutii sheria					
Kupiga kura kwenye kila uchaguzi					
Kujiunga na vyama vya siasa					
Kufanya kazi kwa bidii					
Hushiriki katika kupinga sheria zina waminika siyo halali					
Hujua kuhusu historia ya nchi					
Huwa na nia ya kutumikia jeshi ili kulimda nchi					
Anafuatilia mambo ya siasa katika magazeti, redio na tv					

	<i>Siyo muhimu</i>	<i>Kwa namna fulani siyo muhimu</i>	<i>Kwa namna fulani ni muhimu</i>	<i>Muhimu sana</i>	<i>Sijui</i>
Hushiriki katika shughuli zinazonufaisha watu katika jamii					
Huonyesha heshima kwa maafisa wa serikali na viongozi					
Hushiriki katika shughuli za kuku na haki za binadamu					
Hujishughulisha katika majadiliano ya siasa					
Hushiriki katika shughuli za kulinda mazingira					
Ni mzalendo na mwamiifu kwa nchi yake					
Huwa na nia ya kupuuza sheria amabayo inakandamiza haki za binadamu					

23. Hapo chini kuna kauli kuhusu wajibu wa serikali. Tafadhali weka tiki kwenye kisanduku au haipaswi kuwa jukumu la serikali.

	<i>Haipaswi kabisa kuwa jukumu la serikali</i>	<i>Labda isiwe jukumu la serikali</i>	<i>Labda inapaswa kuwa jukumu la serikali</i>	<i>Inapaswa kabisa kuwa jukumu la serikali</i>	<i>Sijui</i>
Kumhakikishia kazi kila mtu anayetaka kufanaya					
Kuweka bei chini ya usimamizi					
Kutoa huduma za msingi za afya kwa kila mtu					
Kutoa hali bora ya maisha kwa wazee					
Kutoa huduma za kukuza viwanda					

	<i>Haipaswi kabisa kuwa jukumu la serikali</i>	<i>Labda isiwe jukumu la serikali</i>	<i>Labda inapaswa kuwa jukumu la serikali</i>	<i>Inapaswa kabisa kuwa jukumu la serikali</i>	<i>Sijui</i>
Kutoa hali bora ya kimaisha kwa wasio na ajira					
Kupunguza tofauti ya kipato na utajiri miongoni mwa watu.					
Kutoaa elimu ya msingi lewa wote					
Kuhakikisha nafasi sawa za kisiasa kwa wanawake na wanaume					
Kusimamia uchafuzi wa mazingira					
Kusimamia amani na utulivu katika nchi					
Kuhamasisha uaminifu na tabia njema katika watu wa nchi					

Katika sehemu chache zinazofuata utaona sentensi katika topiki tofauti. Unaweza kukubaliana na baadhi ya mambo na usikubaliane na mengine. Mara nyingine utaona kwamba hukubaliani au unakubaliana sana na maranyingine utaona unakubaliana kidogo.

Tafadhali soma maelekezo kwa uangalifu na uangalie kisanduku unachoona kinakatibia maoni yako. Chukua muda kufikiria kuhusu maelezo na unaonaje, kumbuka hakuna jibu sahihi au lisilo sahihi.

Hakuna jibu ambalo ni sahihi na hakuna jibu lisiyo sahihi katika maswali haya.

24. Nchi yeto-

	<i>Siku-baliani kabisa</i>	<i>Siku-baliani</i>	<i>Ninaku-baliana</i>	<i>Ninaku-baliana kabisa</i>	<i>Sijui</i>
Kulinda kazi nchini inatupasa kununua bidhaa zinazotengenezwa Tanzania					
Tuzisimamishe nchi nyingine zinapojaribu kushawishi maamuzi ya kisiasa katika Tanzania					
Bendera ya Tanzania ni muhimu kwangu					
Ningependelea kuzungumza kiingereza badala ya Kiswahili					
Kila mara tuwe na tahadahli na tusimamishe vitisho kutoka nchi nyingine kwa uhuru wa kisiasa.					
Tanzania inastahili heshima kutoka nchi nyingine kwa yake tuliyoyafanya.					
Yapo kidogo ya kujivunia kuhusu Tanzania					
Nina upendo mkubwa kwa nchi yangu					
Ninaona ufahari kuzungumza Kiswahili					
Watu wanapaswakuiunga mkono nchi hata kama wanaona inafanya mamb yasiyo sahihi.					
Tanzania inapaswa kujivunia yale yote iliyofanya					
Watu kutokea nchi nyingine wajifunze Kiswahili					
Wimbo wa Taifa wa Tanzania ni muhimu kwangu					
Ningependa kuishi nchi nyingine					
Tuwazuie watu wa nje kubadili milana utamaduni wa Tanzania					

25. Ninajifikiri nini

	<i>Siku-baliani kabisa</i>	<i>Siku-baliani</i>	<i>Ninaku-baliana</i>	<i>Ninaku-baliana kabisa</i>	<i>Sijui</i>
Kwa ujumla, nimeridhika					
Wakati mwingine najiona kama siyo mzuri kabisa					
Najiona kwamba nina sifa nzuri					
Ninaweza kufanya mambo kama watu wengine					
Ninajiona sina cha kujivunia					
Ninajiona sina maana wakati mwingine					
Ninajiona mtu wa maana angalau					
Ninafanana na wengine ninatamani ningejiheshimu					
Juu ya yote ninajisikia kama nimeshindwa					
Nina mtazamo chanya kuhusu mimi					

26. Katika kipengele hiki kuna maelezo kuhusu nafasi ambazo vikundi fulani (Ambavyo kweli vipo Tanzania). Tafadhali chagua kisanduku ambacho unaona kinafaa jinsi unavyoona (unakubaliwa au hukubaliani) kuhusu maelezo.

	<i>Siku-baliani kabisa</i>	<i>Siku-baliani</i>	<i>Ninaku-baliana</i>	<i>Ninaku-baliana kabisa</i>	<i>Sijui</i>
Watoto ambao ni ndugu wa kabila fulani wana nafasi chache kuliko watoto wengine katika kupata elimu ya sekondari katika nchi hii					
Wasichana wana nafasi chache kuliko watoto wengine katika kupata elimu ya sekondari katika nchi hii					
Wasichana wana nafasi chache kuliko wavulana katika kupata elimu katika nchi hii					
Watoto ambao hawawezi kuzungumza Kiingereza vizuri wana nafasi chache kuliko wengine katika elimu ya sekondari katika nchi hii					

	<i>Siku-baliani kabisa</i>	<i>Siku-baliani</i>	<i>Ninaku-baliana</i>	<i>Ninaku-baliana kabisa</i>	<i>Sijui</i>
Watoto kutoka familia maskini wana nafasi chache kuliko wengine kupata elimu kuliko wengine					
Watu wazima ambao hawawezi kuzungumza kiingereza wana nafasi chache kuliko wengine katika kupata kazi katika nchi hii					
Watu wazima ambao hawawezi kuzungumza kiingereza wana nafasi chache kuliko wengine katika kupata kazi katika nchi hii					
Wanawake wana nafasi chache kuliko wanaume katika kupata kazi nzuri katika nchi hii					

25. Katika kipengelee hiki, kuna maelezo kuhusu nafasi ambazo watu wa kikundi fulani wanapaswa kuwa nazo katika Tanzania.

	<i>Siku-baliani kabisa</i>	<i>Siku-baliani</i>	<i>Ninaku-baliana</i>	<i>Ninaku-baliana kabisa</i>	<i>Sijui</i>
Wanawake wagombea nafasi katika ofisi za umma au viti katika bunge na kushiriki katika serikali kama wanaume wanavyofanya					
Makabila yote yanapaswa kuwa na nafasi sawa katika kupata elimu nzuri katika nchi hii					
Wanachama wa vikundi vinavyopinga demokrasia wanapaswa kuzuiwa kuandaa vipinidi vya televisheni au radio kuzungumza mawazo yao					
Wanawake wanapaswa wawe na haki sawa kama wanaume kwa kila hali					
Makabila yote yawe na nafasi sawa katika kupata kazi katika nchi hii					
Wanawake wakae mbali na mambo ya siasa					

	<i>Siku-baliani kabisa</i>	<i>Siku-baliani</i>	<i>Ninaku-baliana</i>	<i>Ninaku-baliana kabisa</i>	<i>Sijui</i>
Wanacha wa vikundi vinavyoping demokrasia wanapaswa kuziwa katika kupanga maandamano ya amani au mikutano					
Shule zinapaswa kufundisha wanafunzi kuheshimu watu wa makabila yote					
Nafasi za kazi zinapokuwa chache, wanaume wawe na haki za kazi kuliko wanawake					
Wanachama wa vikundi vinavyopinga demokrasia wanapaswa kuzuiwa kugombea katika uchaguzi wa nafasi za siasa					
Wanawake na wanaume wapate malipo sawa wanapofanya kazi moja					
Watu wa makabila yote waamamishwe kugombea katika uchaguzi wa ofisi za siasa					
Wanaume wana sife bora za kuwa viongozi wa siasa kuliko wanawake					
Wanachama wa vikundi vya kupinga demokrasia wanapaswa wazuiwe kutoa hotuba kuhusu mawazo yao					

28. Mfumo wa Siasa - Ninataka kujua maoni yako kuhusu mfumo wa siasa katika Tanzania.

	<i>Siku-baliani kabisa</i>	<i>Siku-baliani</i>	<i>Ninaku-baliana</i>	<i>Ninaku-baliana kabisa</i>	<i>Sijui</i>
Serikali inajali sana watu wa kawida wanavyofikri kuhusu sheria mpya					
Ninajua ziadi kuhusu siasa kuliko watu wengi wa umri wangu					
Serikali inajitahidi kufahamu nini watu wa kawaida wanachotakitaka					
Viongozi wenye nguvu serikalini hawajali sana kuhusu maoni ya watu wa kawaida					
Naweza kutoa maoni yangu serikalini kwa urahisi kwa lugha ya kiingereza					

Wakati mambo ya siasa au matatizo yanopojadiliwa, huwa ninakuwa na kitu cha kusema					
Katika nchi hii, watu wachache wana nguvu kubwa za kisiasa wakati waliobakia wana nguvu kidogo					
Wanasiasa wanasahau mara moja mahitaji ya wapiga kura ambao wamewachagua					
Naweza kuelewa mambo ya kisiasa kwa urahisi					
Nafikiri serikali ifanye shughuli zake zote katika Kiswahili ili watu wa kawaida waweze kuelewa					
Watu wanapoungana kutaka mabadiliko, viongozi serikalini husiliza					
Ninapenda siasa					

29. Mitaala shuleni- Katika kipengele hiki, napenda kujua nini umejifunza shuleni

	<i>Siku-baliani kabisa</i>	<i>Siku-baliani</i>	<i>Ninaku-baliana</i>	<i>Ninaku-baliana kabisa</i>	<i>Sijui</i>
Shuleni nimejifunza kuwaelewa watu wenye maoni tofauti					
Shuleni nimejifunza kushirikiana na kufanya kazi pamoja katika makundi					
Shuleni nimejifunza kuchangia kutatua matatizo ya jamii					
Shuleni nimejifunza kuwa mzalendo no mwanachi mwaminifu wa Tanzania					
Shuleni nimejifunza kujieleza vizuri kwa kiingereza					
Shuleni nimejifunza nini cha kufanya kulinda mazingira					
Shuleni nimejifunza kujihusisha na vinavyotokea nchi nyingine					
Shuleni nimejifunza kuhusu umuhimu wa kupiga kura katika uchaguzi mkuu na chaguzi ndogo					

30. Shughuli za siasa - Katika vipengele vinavyofuata, utaona baadhi ya shughuli tofauti zinazohusiana na siasa, tafadhali weka tiki katika visanduku ambavyo vinawakilisha jinsi mara ngapi unfanya vitu hivi.

	<i>Hapana</i>	<i>Mara chache</i>	<i>Mara nyingine</i>	<i>Mara nyingi</i>	<i>Sijui</i>
Mara ngapi unakuwa na majadiliano kuhusu kinachotokea katika jamii yako?					
...na watu wa umri wako?					
...na wazazi au na ndugu zako?					
...na walimu wako?					
Mara ngapi unakuwa na majadiliani kuhusu kinachotokea katika mji wako wote?					
...na watu wa umri wako?					
...na wazazi au na ndugu zako?					
... na walimu wako?					
Mara ngapi unakuwa na majadiliano kuhusu kinachotokea katika serikali kuu kitaifa?					
... na watu wa umri wako?					
...na wazazi au na ndugu zako?					
...na walimu wako?					
Mara ngapi unakuwa na majadiliano kuhusu kinachotokea katika siasa za kimataifa?					
...na watu wa umri wako?					
...na wazazi au na ndugu zako?					
...na walimu wako?					

Mara ngapi unafanya...

	<i>Hapana</i>	<i>Mara chache</i>	<i>Mara nyingine</i>	<i>Mara nyingi</i>	<i>Sijui</i>
Unasoma hadithi katikia magazeti kuhusu kinachotokea katika nchi hii?					
Unasoma hadithi kwenye magazeti kuhusu kinachotokea katika nchi nyingine?					
Unasikiliza taarifa za habari katika redio?					
Unasikiliza taarifa za habari kwenye televisheni?					
Unasoma hadithi za kiingereza kwenye magazeti kuhusu kinachotokea katika nchi hii?					
Unasoma hadithi za kiingereza kwenye magazeti kuhusu kinachotokea kwenye nchi nyingine?					
Unasikiliza taarifa za habari za kiingereza kwenye redio?					
Unasikiliza taarifa za habari za kiingereza kwenye televisheni?					

31. Vilivyoorodheshwa chini ni baadhi ya vitendo ambavyo mtu mzima anachukulia kama raia. Tafadhali niambie unategemea kufanya nini utapokuwa mtu mzima na utavifanya vipi?

	<i>Sitafanya hivi</i>	<i>Labda sitafanya hivi</i>	<i>Labda nitafanya hivi</i>	<i>Kwa hakika nitafanya hivi</i>	<i>Sijui</i>
Kupiga kura katika chaguzi kuu					
Kupiga kura katika chaguzi ndogo					
Kupata taarifa kuhusu mgombea kabla ya kupiga kura katika uchaguzi					
Kujiunga na chama cha siasa					
Kuandika barua katika gazeti kuhusu matatizo ya jamii na siasa					
Kuwa mgombea katika serikali ya mtaa au mjii					
Kuwa mgombea wa bunge la taifa					
Kuandika barua kwa afisa kuhusu matatizo ya jamii na siasa					

32. Hapa ni baadhi ya shughuli ambazo kama kijana unaweza kufayna kwa miaka michache inayofuata. Tafadhali niambie unategemea kufanya nini.

	<i>Sitafanya hivi</i>	<i>Labda sitafanya hivi</i>	<i>Labda nitafanya hivi</i>	<i>Kwa hakika nitafanya hivi</i>	<i>Sijui</i>
Kujitolea muda wako kusaidia watu katika jamii yangu					
Kukusanya pesa kwa ajili ya jamii					
Kukusanya sahihi za watu kulamikia jambo.					
Kuandika barua katika gazeti kuhusu matatizo ya jamii na siasa					
Kushiriki katika maandamano ya amani au mkutano					
Kuandika wito katika kuta					
Kuzuia magari kama njia ya kupinga					
Kushikiria majengo ya umma kama njia ya kupinga					

33. Madarasani - Katika sehemu inayofuata ya maswali kumeambatanushwa baadhi ya vitu vinavyotokea shuleni kwako. Tafadhali niambie mara ngapi vinakutokea. Unapojibu, tafadhali fikiria kuhusu darasa la historia na somo la uraia.

	<i>Hapana</i>	<i>Mara chache</i>	<i>Mara nyingine</i>	<i>Mara nyingi</i>	<i>Sijui</i>
Wanafunzi wako huru kutokubaliana waziwazi na walimu wao kuhusu mambo ya siasa na jamii wakati wa darasa					
Wanafunzi wanahamasishwa kufanya maamuzi yako kuhusu masuala					
Walimu wanatumia Kiswahili kufafanua jambo					
Walimu wanaheshimu maoni yetu na wanatupa moyo kuyatoa wakati wa darasa					

	<i>Hapana</i>	<i>Mara chache</i>	<i>Mara nyingine</i>	<i>Mara nyingi</i>	<i>Sijui</i>
Walimu wanaweka umuhimu wa kujifunza ukweli au tarehe wanapofundisha historia a matukio ya kisiasa					
Wanafunzi wanajiona wako huru kutoa maoni yao darasani hata kama maoni yao yako tofauti na wanafunzi wengi wengine					
Walimu wanamwadhibu mwanafunzi kwa kutokuzungumza kiingereza					
Walimu wanawataka wanafunzi kukariri tarehe au maelezo ya ufafanuzi					
Walimu wanatuamasisha kujadili mambo ya kisiasa an kijamii kuhusu watu gain wana maoni tofauti					
Walimu hutoa pande tofauti za jambo wanapolielezea darasani					
Wanafunzi hawasemi sana kwa sababu hawawezi kukuzungumza kiingereza vizuri					
Wanafunzi huleta matukio yanayotokea sasa kujadiliwa darasani					
Wanafunzi huleta matukio ya sasa ya ubaguzi au haki za binadamu					
Wanafunzi huzungumza kiswahili wanapofanya kazi kwa makundi					
Kukuriri tarehe na ukweli ni njia bora ya kupata maksi nzuri kutoka kwa walimu na mitahani					
Walimu wanafundisha na wanafunzi wanachukua notisi					
Wanafunzi wanatumia vitabu kujifunza					
Wanafunzi wanaulizwa maoni yao					



Sasa umefikia mwisho!

Kama bado una muda uliobakia, tafadhali rudi nyuma na uangalie majibu yako na uhakikishe umeyajibu yote no kuwa mwaminifu kadri ulivyoweza.

Asante sana kwa kutmia muda wako kujaza mapitio haya. Umekuwa msaada mkubwa katika kuwaelewa maoni ya wanafunzi wa Tanzania katika elimu ya uraia.

Kama una swali lolote kwangu, jisikie huru kuyauliza baada ya kukusanya mapitio yote.

Asante sana! ☺ Lisa

9.4. Response frequencies

All frequencies are given in percentages unless specified. Many sub-questions were shortened for ease of reading in this section, so please refer to the complete survey instrument for full question wording.

Question 1-20: Demographic Questions

Gender

	Frequency	Percent
Male	144	47.5
Female	157	51.8
No answer	2	0.7

Year of birth

	Frequency	Percent
1989	12	4
1990	33	10.9
1991	33	10.9
1992	90	29.7
1993	90	29.7
1994	29	9.6
1995	4	1.3
Missing	12	4

Is Kiswahili your...?

	Frequency	Percent
First language	251	82.8
Second language	42	13.9
Third language	6	2
No answer	4	1.4

How often do you speak...?

	Never	Sometimes	Always
Kiswahili at home	0.7	16.2	83.2
Kiswahili at school	4.0	48.2	47.8
Kiswahili with friends	1.3	22.7	76
English at home	8	81.3	10.7
English at school	3.0	59.0	37.9
English with friends	7.8	74.7	17.6

Does your family own a ____ at home?

	No	Yes
Radio	7.3	92.7
TV	16.3	83.7

About how many books are there in your home?

	Frequency	Percent
None	23	7.6
1-5	89	29.4
6-10	51	16.8
11-20	47	15.5
21-50	37	12.2
51-100	18	5.9
100+	24	7.9
No Answer	14	4.6

How many years of education do you plan to complete after this year?

	Frequency	Percent
0 years	2	0.7
1 or 2 years	12	4
3 or 4 years	48	15.8
5 or 6 years	104	34.3
7 or 8 years	96	31.7
9+ years	34	11.2
No Answer	7	2.3

How far did you mother and father go in their education?

	Mother		Father	
	Frequency	Percent	Frequency	Percent
Did not go to school	8	2.6	5	1.7
Some primary school	10	3.3	6	2
Finished primary school	94	31	41	13.5
Some secondary school	27	8.9	18	5.9
Finished secondary school	56	18.5	41	13.5
Vocational or technical training after secondary	35	11.6	48	15.8
Some college or university	22	7.3	32	10.6
Finished a degree at college or university	40	13.2	97	32
Don't Know	11	3.6	15	5

Have you participated in any of the following organizations?

	No	Yes
Student government	64.7	35.3
Political party's youth org	87.1	12.9
School newspaper	91.1	8.9
Environmental group	70.6	29.4
Human rights group	85.1	14.9
Volunteer in community	72.6	27.4
Charity collecting money	88.1	11.9
Ethnic association	94.7	5.3
Computer club	84.5	15.5
Art, music or theatre club	75.2	24.8

Sports team	53.1	46.9
Religious group	56.1	43.9

How often do attend meetings or activities for any or all of these organizations?

	Percent
Never	13.5
A few times a month	31.4
A few days a week	39.6
Almost every day	11.2
No Answer	4.3

How much time do you spend...?

	Never	Few times a month	Few days a week	Almost every day	No answer
After school hanging out with friends	3.6	11.9	26.6	46.5	1.3
After dinner hanging out with friends	39.9	19.5	26.7	12.2	1.7
Listening to the radio/tv on school nights	7.3	9.2	38.3	43.9	1.3

Question 21: Conceptions of Democracy

Next, you are going to read a list of things that might happen in a country that is a democracy, such as Tanzania. Each one of them could either be good and have positive results for democracy or it could be bad and have negative results for democracy. I want to know what you think about democracy and the things that might influence it.

	Very Bad	Somewhat Bad	Somewhat Good	Very Good	Don't Know	No Answer
Express opinions freely	1.3	3	17.2	75.6	0.3	2.6
Wealth differences	18.2	22.4	14.5	18.2	16.8	7.9
Pol leaders give jobs to family	77.6	11.2	3.6	2.3	1.7	3.6
Newspaper free of gov control	6.3	8.3	20.5	59.4	2.6	3
No restrictions on private businesses	29	24.4	15.8	15.2	10.6	5
One company owns all newspapers	45.9	32	6.9	3.6	8.9	2.6
People demand their rights	4.3	2.6	10.6	77.2	3	2.3
Immigrants give up home culture	25.1	23.4	20.5	13.2	14.5	3.3
Support for women in leadership	3.3	6.9	13.2	73.6	1.7	1.3
Gov critics are banned from speaking	59.4	16.5	7.9	7.3	6.3	2.6
Free elections of pol leaders	2.3	0.7	3	92.1	0.7	1.3
Gov influences judicial system	69	13.9	4.6	5	3.3	4.3
Many organizations for people to join	30	18.5	16.2	13.2	16.5	5.6
Separation btwn church and the state	32	16.8	11.6	28.1	9.2	2.3
Young people to help community	3	2	12.5	75.9	3.3	3.3
Minimum income is assured	18.2	10.2	19.1	38	11.6	3
Political parties have different opinions	23.1	12.9	11.9	44.2	5	3
People participate in pol parties	18.2	10.2	17.8	41.3	8.6	4
Unfair laws to women are changed	15.2	8.3	14.9	49.8	6.9	5
All media present the same opinion	10.6	13.5	20.1	44.6	9.2	2
People refuse to obey a law that	45.5	9.9	8.6	25.4	5.6	5

violates rights						
Ban on printing ethnically offensive stories	39.3	16.8	13.5	18.2	7.9	4.3
Wealthy have more influence on gov	51.8	16.5	11.2	8.9	8.9	2.6
Gov leaders are trusted without question	33.3	18.5	16.8	25.7	3	2.6
People peacefully protest against unjust laws	13.9	6.9	14.2	54.5	8.3	2.3

Question 22: Good Citizenship

In this section, there are some statements that could be used to explain what a good adult citizen is or what a good adult citizen does. There are no right or wrong answers to these questions. Tick one box to show how important you think each is for explaining what a good adult citizen is or does. *An adult who is a good citizen...*

	Not Important	Somewhat Unimportant	Somewhat Important	Very Important	Don't Know	No Answer
Obeys the law	0.7	0.7	8.6	87.8	1	1.3
Votes in every election	0.7	1.7	11.6	83.8	0.7	1.7
Joins a political party	8.3	15.8	30.7	40.6	2.3	2.3
Works hard	0.3	0.3	4.3	92.4	0.3	2.3
Peacefully protest against unjust law	7.3	4.6	18.5	58.1	6.9	4.6
Knows about the country's history	1.7	2.3	13.9	77.6	2.3	2.3
Serve in the military	5	6.3	29.7	53.8	4	1.3
Follows political issues in media	2	4.3	27.4	63	1.7	1.7
Participates to benefit community	1.3	2.3	15.5	77.9	1	2
Shows respect for gov officials	3.3	4	24.4	64	1.3	3
Participates to promote human rights	5	6.9	15.8	61.1	8.9	2.3
Engages in political discussions	9.6	11.2	39.6	34.3	2	3.3
Participates to protect the environment	2	1.3	12.9	80.9	0.7	2.3
Is patriotic and loyal to the country	1.7	1.7	8.6	80.9	3.3	4
Ignore a law that violated human rights	23.4	7.3	8.9	49.5	7.3	3.6

Question 23: Government's Responsibility

Below are some statements about the responsibilities of the government. Please tick the box to decide if the statement should or should not be the government's responsibility.

	Definitely should not	Probably should not	Probably should be	Definitely should be	Don't know	No Answer
To guarantee a job for everyone	18.8	12.9	25.4	32	8.3	2.6
To keep prices under control	3	6.6	18.8	62.4	6.3	3
To provide basic health care for everyone	0.7	2.6	10.2	82.5	1.7	2.3
To provide standard of living for old people	3.3	4.3	22.1	64.7	2.6	3
To provide industries with support	2	4.3	22.1	50.5	3.6	3.6

To provide standard of living for the unemployed	8.9	5.9	23.1	39.9	3	5.3
To reduce differences in income and wealth	20.5	13.2	18.2	34	9.6	4.6
To provide free basic education for all	1.3	1.3	13.5	71.6	7.6	4.6
To ensure equal political opportunities for men and women	3.3	3	11.6	76.2	2.6	3.3
To control pollution of the environment	17.2	4.6	13.5	57.4	3.6	3.6
To guarantee peace and order within the country	2.3	3	9.2	79.9	1.3	4.3
To promote honesty and moral behavior among people	9.2	5	16.2	63.4	3.3	3

Question 24: Country Support

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	No Answer
Should buy products made in Tanzania	7.9	12.2	38	34	6.3	1.7
Prevent other countries influencing TZ political decisions	12.9	15.2	25.1	34.3	9.2	3.3
The flag of Tanzania is very important to me	1.3	2.3	27.7	65	1.3	2.3
I would prefer to speak English rather than Kiswahili	16.8	27.1	30.7	19.5	2.6	3.3
Stop threats to Tanzania's political independence	3.6	3.6	24.4	55.8	8.3	4.3
Tanzania deserves respect from other countries	0	5	26.1	59.1	5.3	4.6
There is little to be proud of in Tanzania	17.2	8.9	22.4	45.9	3	2.6
I have great love for my country	0.3	1.7	19.8	75.9	0.7	1.7
I am proud to know and speak Kiswahili	1.3	3.3	23.4	67.3	2	2.6
Support TZ even if they think it is doing something wrong	49.5	23.4	9.2	12.5	2.6	2.6
Tanzania should be proud of what it has achieved	4.3	10.9	35.6	42.6	3.6	3
People in other countries should learn Kiswahili	1	3.3	29.4	59.1	3.6	3.6
The national anthem of Tanzania is important to me	1.7	2.3	19.1	72.3	2.3	2.3
I would prefer to live in another country	11.6	14.2	38	29	4	3.3
Stop outsiders from influencing Tanzania's traditions and culture	6.9	6.6	22.1	56.1	5.3	3

Question 25: Myself (Rosenberg Scale of Self-Esteem)

Please check the box that best describes how you feel about yourself.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't know	No Answer
On the whole, I am satisfied with myself.	17.8	20.1	26.4	28.7	3.3	3.6
At times, I think I am no good at all.	42.2	24.8	16.8	7.3	5.6	3.3
I feel that I have a number of good qualities.	3.3	3.6	25.4	62	3	2.6
I am able to do things as well as most other people.	0.3	2.3	20.5	71.9	2	3
I feel I do not have much to be proud of.	55.1	24.8	9.9	5.9	1.7	2.6
I certainly feel useless at times.	53.5	25.1	10.6	3.3	3.3	4.3
I feel that I'm a person of worth, at least as equal as others.	15.2	8.6	36.3	34.7	2	3.3
I wish I could have more respect for myself.	9.6	2.6	20.1	57.8	4.6	5.3
All in all, I am inclined to feel that I am a failure	65.3	18.8	4.6	4.6	3.3	3.3
I have a positive attitude towards myself.	4.6	4.6	16.2	68	3.6	3

Question 26: Human Rights – Pt. 1

In this section, there are some statements about the chances that members of certain groups REALLY DO HAVE in Tanzania. Please choose the box which fits the way you feel (agree or disagree) about the statement.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	No Answer
Children of certain ethnic groups have fewer chances at secondary education	47.9	14.2	15.2	11.2	8.6	3
Girls have fewer chances than boys to get a secondary education	47.5	21.5	15.2	10.6	2	3.3
Children who do not speak English have fewer chances to get a secondary education	45.9	27.1	12.5	8.9	3	2.6
Children from poor families have fewer chances to get a secondary education	36.6	15.5	23.1	18.8	3.6	2.3
Rural living children have fewer chances than others to get a secondary education	22.1	11.6	29	32.7	2.6	2
Adults who do not speak English have fewer chances than others to get good jobs	12.2	13.5	30.7	38	2.3	3.3
Adults of certain ethnic groups have fewer chances to get good jobs	14.5	15.5	29.7	32.3	4.6	3.3
Women have fewer chances than men to get good jobs in this country	29	22.1	21.1	20.5	5	2.3

Question 27: Human Rights – Pt. 2

In this section, there are some statements about the opportunities which members of certain groups SHOULD HAVE in Tanzania.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	No Answer
Women should take part in the government just as men do	1.7	3	25.4	64	3.3	2.6
All ethnic groups should have equal chances to get a good education	1.3	2	20.8	71	2.6	2.3
Anti-democracy groups prohibited from talking about their ideas on public media	17.8	16.2	23.1	29	9.6	4.3
Women should have the same rights as men in every way	2.6	7.6	19.1	65.3	1.7	3.6
All ethnic groups should have equal chances to get good jobs in this country	2.3	1.7	20.5	61.4	3	3.6
Women should stay out of politics	68.6	18.8	4	3.3	3	2.3
Anti-democracy groups prohibited from organizing peaceful demonstrations or rallies	18.2	23.8	22.4	21.1	10.2	4.3
Schools should teach students to respect members of all ethnic groups	1	5	25.4	61.7	3.3	3.6
When jobs are scarce, men should have more right to a job than women	56.8	20.8	8.3	5.3	4	5
Anti-democratic groups prohibited from running in an election for political office	19.1	18.8	21.1	27.4	9.6	4
Men and women should get equal pay when they are doing the same job	1.3	3.6	18.2	69.3	3.3	4.3
Members of all ethnic groups should be encouraged to run in elections for public office	9.9	8.3	26.4	39.9	9.2	6.3
Men are better qualified to be political leaders than women	54.1	20.1	8.9	8.9	3.3	4.6
Anti-democracy groups prohibited from making public speeches	24.1	24.8	19.8	15.2	11.2	5

Question 28: Political System

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	No Answer
Gov cares a lot about what ordinary people think	13.2	26.4	27.1	13.9	15.8	3.6
I know more about politics than most people my age	13.2	33.3	26.4	11.9	11.6	3.6
Gov is doing its best to find out what ordinary people want	9.2	16.5	40.9	22.1	5.3	5.9
Gov leaders care very little about the opinions of ordinary people	10.2	15.8	35	28.1	6.6	4.3
I can express my opinions on government easily in English.	16.2	28.4	28.7	14.9	7.6	4.3
When political issues are being discussed, I usually have something to say	8.3	9.9	39.6	32.3	5.6	4.3
Few people have a lot of political power while most have very little	10.6	10.9	32	33.3	8.3	5
The politicians quickly forget the needs of the voters	5.9	5	24.4	56.1	4.6	4
I am able to understand most political issues easily	5	13.2	43.2	26.4	7.6	4.6
Gov should do all business in Kiswahili so ordinary people can understand	1.7	7.9	34.7	45.9	4.3	5.6
When people get together to demand change, the leaders in government listen	6.9	18.8	35	23.4	9.9	5.9
I am interested in politics	11.2	11.2	32.7	32	8.6	4.3

Question 29: School

In school, I have learned to...

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	No Answer
Understand people who have different ideas	0.7	1.7	36.6	52.1	4.3	4.6
Co-operate and work together in groups with others	0.3	1	24.1	69.3	1.7	3.6
Contribute to solving problems in the community	2	3	27.7	60.7	2	4.6
Be a patriotic and loyal citizen of Tanzania	2	5	20.8	65.3	3	4
Express myself well in English	4.3	7.3	30	52.5	2	4
Act to protect the environment	1.7	4.6	25.1	63	1.7	4
Be concerned about what happens	8.3	8.3	36.6	40.3	2.3	4.3

in other countries						
About the importance in voting in national and local elections	5.6	7.6	29.4	51.2	2	4.3

Question 30: Political Actions – Pt. 1

		Never	Rarely	Sometimes	Often	Don't Know	No Answer
How often do you have discussions about what is happening in your local community	...with your friends or people your own age?	4	25.1	30.7	34	1.3	5
	...with parents or other adult family members?	4.6	26.4	28.4	32.7	0.7	7.3
	...with you teachers?	11.2	32	24.4	21.1	1.3	9.9
How often do you have discussions about what is happening in the entire city	...with your friends or people your own age?	5.6	22.1	24.4	40.3	0.7	6.9
	...with parents or other adult family members?	4.3	25.1	31.4	30.7	1	7.6
	...with you teachers?	13.9	31	26.1	18.8	1.3	8.9
How often do you have discussions about what is happening in the country's national government	...with your friends or people your own age?	7.6	23.4	25.7	36	0.7	6.6
	...with parents or other adult family members?	6.6	24.8	31.4	29	1	7.3
	...with you teachers?	9.9	26.1	28.7	24.8	2.3	8.3
How often do you have discussions about what is happening in international politics	...with your friends or people your own age?	8.9	26.7	27.4	28.7	2	6.3
	...with parents or other adult family members?	8.9	28.7	33	19.8	2.3	7.3
	...with you teachers?	13.5	27.1	27.1	18.8	3.3	10.2

Question 30: Political Actions – Pt. 2

	Never	Rarely	Some-times	Always	Don't know	No Answer
Read stories in the newspaper about what is happening in this country?	3	19.8	29.4	43.6	0.7	3.6
Read stories in the newspaper about what is happening in other countries?	4.3	25.1	33.7	31	1.3	4.6
Listen to news broadcasts on the radio?	3.6	18.2	25.4	46.9	0.7	5.3
Listen to news broadcasts on television?	3.3	11.2	24.4	56.4	0.7	4
Read English stories about what is happening in this country?	10.9	28.4	31.7	23.4	1	4.6
Read English stories about what is happening in other countries?	12.5	29	31.4	21.5	1.3	4.3
Listen to English news broadcasts on the radio?	17.5	30	27.7	19.5	0.7	4.6
Listen to English news broadcasts on television?	9.2	21.1	30.7	33.3	1.3	4.3

Question 31: Citizen Political Action

Listed below are some actions that adults could take as citizens. Please tell me what you expect to do when you are an adult and how likely you are to do it?

	I will certainly not do this	I will probably not do this	I will probably do this	I will certainly do this	Don't Know	No Answer
Vote in national elections	5	1.7	20.8	67	2	3.6
Vote in local elections	5.3	2.6	26.1	60.1	2.3	3.6
Get information about candidates before voting	4.3	3	21.1	63.7	3	5
Join a political party	15.5	11.2	35	29	3	6.3
Write letters to a newspaper about concerns	9.6	9.2	35.6	35.3	5.6	4.6
Be a candidate for local or city office	21.5	12.5	32.3	22.8	6.9	4
Be a candidate for national parliament	16.5	10.6	32.3	30	5.9	4.6
Write letters to an official about concerns	8.6	7.3	36.3	29.7	11.9	6.2

Question 32: Student Political Action

Now here are some actions that you could do as a young person in the next few years. Please tell me what you expect to do.

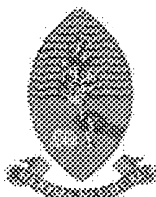
	I will certainly not do this	I will probably not do this	I will probably do this	I will certainly do this	Don't Know	No Answer
Volunteer time to help people in my community	2	3	25.7	64.4	2	3
Collect money for a social cause	6.6	5.6	41.6	38.3	4.3	3.6

Collect signatures for a petition	13.9	10.6	38.3	22.1	10.2	5
Write letters to a newspaper about concerns	8.9	7.6	36	33.7	3	4.3
Participate in a peaceful protest march or rally	9.6	9.2	36.3	34.7	5	5.3
Spray-paint protest slogans on walls	34.7	20.5	23.1	10.9	6.3	4.6
Block traffic as a form of protest	45.5	17.8	18.8	5.3	8.9	3.6
Occupy public buildings as a form of protest	44.2	17.5	12.9	8.3	11.9	5.3

Question 33: Classroom Setting

The next part of the questionnaire includes some things that happen in your school. Please tell me how often they happen to you. When answering, please think especially about classes in history and civics.

	Never	Rarely	Some-times	Always	Don't know	No Answer
Students feel free to disagree openly with their teachers	14.9	24.1	25.7	23.4	5.6	6.3
Students are encouraged to make up their own minds about issues	9.2	16.5	28.4	33	7.6	5.3
Teachers will use Kiswahili to get a point across	2	16.5	34.3	41.6	2	3.6
Teachers respect our opinions and encourage us to express them	5.3	11.9	20.8	56.1	1.7	4.3
Teachers place a great importance on learning facts or dates	4	12.9	24.8	46.5	5.6	6.3
Students feel free to express their opinions in class even when they're different	4	13.9	26.1	47.5	3.6	5
Teachers punish a student for not speaking in English	35	24.1	20.8	10.9	3.3	5.9
Teachers require students to memorize dates or definitions	23.4	14.2	25.1	25.4	5.3	6.6
Teachers encourage us to discuss political or social issues	13.2	17.8	31.4	27.4	5	5.3
Teachers present several sides of an issue when explaining it in class	5.9	17.2	29.4	37.6	5	5
Students do not speak up because they can not speak English well enough	22.1	14.2	20.1	25.1	9.6	8.9
Students bring up current political events for discussion in class	9.9	23.4	25.7	21.1	8.6	11.3
Students bring up current issues of discrimination or human rights	18.5	18.8	25.4	20.8	8.9	7.6
Students speak in Kiswahili when working in groups	6.9	15.2	24.8	43.2	3	6.9
Memorizing dates and facts is the best way to get a good mark	22.8	8.3	16.8	38.3	7.6	6.3
Teachers lecture and students take notes	1.3	7.3	21.8	63	1.3	5.3
Students work on material from the textbook	2.3	11.2	21.5	56.1	3.3	5.6
Students are asked their opinion on issues	4.3	18.5	21.8	46.9	4.6	4



UNIVERSITY OF DAR-ES-SALAAM

OFFICE OF THE VICE-CHANCELLOR

P.O. BOX 35091 ♦ DAR ES SALAAM ♦ TANZANIA

Ref. No: AB3/12(B)

Date: 14th September, 2009

To: The Regional Education Officer,
Dar es Salaam Region.

UNIVERSITY STAFF AND STUDENTS RESEARCH CLEARANCE

The purpose of this letter is to introduce to you **Ms Lisa Waldschmitt** who is a bonafide student of the University of Dar es Salaam and who is at the moment conducting research. Our staff members and students undertake research activities every year especially during the long vacation.

In accordance with a government circular letter Ref.No.MPEC/R/10/1 dated 4th July, 1980 the Vice-Chancellor was empowered to issue research clearances to the staff and students of the University of Dar es Salaam on behalf of the government and the Tanzania Commission for Science and Technology, a successor organization to UTAFITI.

I therefore request you to grant the above-mentioned member of our University community any help that may facilitate her to achieve research objectives. What is required is your permission for her to see and talk to the leaders and members of your institutions in connection with her research.

The title of the research in question is **"Language of Instruction and Student Citizenship: Implications of Tanzanian Secondary Civics Education on Student Opinion and Democratic Engagement"**.

The period for which this permission has been granted is **September, 2009 to April, 2010** and will cover the following areas/offices: **Dar es Salaam Region.**

Should some of these areas/offices be restricted, you are requested to kindly advise her as to which alternative areas/offices could be visited. In case you may require further information, please contact the Directorate of Research and Publications, Tel. 2410500-8 Ext. 2087 or 2410743.


Prof. Rwekaza S. Mukandala
VICE-CHANCELLOR

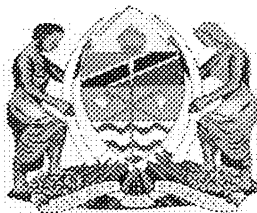
VICE CHANCELLOR
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E-mail: vc@admin.udsm.ac.tz
Website address: www.udsm.ac.tz

The United Republic of Tanzania
PRIME MINISTER'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

DAR ES SALAAM REGION
Phone Number:
Phone number:
2860081/2863716
In reply please quote:



REGIONAL COMMISSIONER'S OFFICE,
P.O.BOX. 5429,
DAR ES SALAAM.

Ref. No. MD/R.20/1 Vol. II

22nd September, 2009

Distict Administative Secretary(s)
Kinondoni, Ilala Temeke District
DAR ES SALAAM.

RE: RESEARCH PERMIT

Dr/ /Mrs/ Ms/Miss /Prof. Lisa Waldschmitt who is researcher from University of Dar es Salaam has been permitted to undertake a research on ***"Language of Instruction and Student Citizenship: Implications of Tanzanian Secondary Civics Education on Student Opinion and Democratic Engagement"***. WEF September, 2009 to April, 2010.

By this letter you are asked to give the required assistance and Co- operation to the said researcher.

A handwritten signature in black ink, appearing to read 'S. B. Samaluku', with a long horizontal line extending to the right.

S. B. Samaluku
For : Regional Administrative Secretary
DAR ES SALAAM

Copy:

Municipal Director,
Kinondoni, Ilala, Temeke Municipality,
DAR ES SALAAM

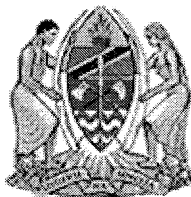
Vice-Chancellor
University of Dar es Salaam
P. O. Box. 35091

DAR ES SALAAM - Please submit a copy of a research report undertaken to the Regional Administrative Secretary.

THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION AND VOCATIONAL TRAINING

Cable: "ELIMU" DAR ES SALAAM
Telex: 41742 Elimu Tz.
Telephone: 2121287, 2110146
Fax: 2127763



Post Office Box 9121
DAR ES SALAAM

In reply please quote:

Ref. ED/EP/ERC/VOL II/ 138

Date: Wednesday, October 7th, 2009

The Director,
Department of School Inspectorate-MoEVT

RE: RESEARCH CLEARANCE FOR MS. LISA WALDSCHMITT:

The captioned matter above refers. The mentioned is bonafide student of the University of Oslo, she is conducting research on the topic titled "**Language of Instruction Citizenship: Implications Tanzania Secondary Civics Education on Student Opinion and Democratic Engagement** " as part of her course programme for the award of Master of Philosophy in Comparative and International Education).

The researcher needs to collect data and necessary information from your office which related to the research topic.

In line with the above information you are being requested to provide the needed assistance that will enable her to complete this study successfully.

The period by which this permission has been granted is from **7th October to 30th December, 2009.**

By copy of this letter, **Ms. Lisa Waldschmitt** is required to submit a copy of the report (or part of it) to *the Permanent Secretary, Ministry of Education and Vocational Training* for documentation and reference.

Yours truly,

A handwritten signature in black ink, appearing to read 'Ngodu'.

Abdallah S. Ngodu
For Permanent Secretary

CC: Ms. Lisa Waldschmitt

TAASISI YA ELIMU TANZANIA (TET)
Tanzania Institute of Education (TIE)

Telephone: 255-22- 2773005
Fax: 255-22- 2774420
Telex
E-Mail: director.tie@tie.go.tz

Ref: TIE/RSCH/GC/2/VI/126



P. O. Box 35094
DAR ES SALAAM
TANZANIA

28th October, 2009

Ms Lisa Waldschmith
The Institute of Educational Research,
University of Oslo

C/O The Office of the Vice Chancellor,
University of Dar es salaam.

RE: Permission to Conduct Research at the Tanzania Institute of Education (TIE)
September, 2009 to April, 2010.

Kindly refer to the letter referenced AB3/12(B) and dated 14th September, 2009 from the Office of the Vice Chancellor, University of Dar es salaam seeking research clearance for you within the period to last from September, 2009 to April, 2010.

Please be informed that permission has been granted. When you will be visiting this Institute, contact the Acting Director for Research, Information and Publications for further guidance.


Dr. Paul S.D. Mushi

DIRECTOR GENERAL

TANZANIA INSTITUTE OF EDUCATION

Please access more information from www.tie.go.tz and send your inquiries to mafunzo.tie@tie.go.tz